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ABSTRACT

The Florida Writing Enhancement Program, for all tenth through twelfth grade students, as implemented in the Hillsborough County Public Schools, was evaluated. The program was designed to improve students' writing in the areas of composition, sentence formation, usage, and mechanics. This evaluation was conducted to determine whether the program was implemented according to state guidelines and whether the writing production of students improved as a function of their participation in the Writing Enhancement Program. The report describes the program, evaluation design, procedures, analyses/results, and conclusions/recommendations in detail. The development of competent writing skills was to be accomplished by the institution of uniform content and proficiency standards for grade and ability levels. The appendices include Paragraph Topics and Procedures, Essay Topics and Procedures, Writing Enhancement Program Scoring Logistics, and Writing Enhancement Program Raters. The program scoring manual is also included. (DWH)

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Writing Enhancement Program
August, 1984

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EXECUTIVE SUMMARY

In the third year of the Writing Enhancement Program, the Florida legislature has mandated that all senior high school students in grades ten through twelve be served by the program which has as its goal the improvement of writing in secondary schools. As part of this legislation, funding has been allocated to reduce class size so that teachers have more time to evaluate students' writing production. In 1983-84 an evaluation of the Writing Enhancement Program was conducted to determine if the program was implemented according to guidelines and if the writing production of students improved as a result of participation in the Writing Enhancement Program. An analytic scoring procedure was used to measure student progress in writing in four areas: composition, sentence formation, usage, and mechanics.

Conclusions for 1983-84

1) In general, the program was effective in improving students' writing. Students in 78 percent (11 of 14) of senior high course levels improved in some aspect of their writing skills.

2) By course level: Basic students, especially those in grades 10 and 11, showed the most improvement overall.

3) By grade level: eleventh grade students, especially those in basic classes and advanced classes showed improvement in the most areas. These two course levels also showed the most improvement during 1982-83.

4) Students in three course levels, tenth grade regular, tenth grade advanced and twelfth grade AP, showed no improvement in any assessed area. Based on their pre scores, twelfth grade AP students may already have possessed reasonable skills in all assessed areas.

5) Most student growth occurred in two areas: composing and/or sentence formation. Whenever students significantly improved in the composing trait, their overall writing ability also improved significantly.

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0.0 INTRODUCTION

In the third year of the Writing Enhancement Program, the Florida legislature has mandated that all senior high school students grades ten through twelve be served by the program which has as its goal the improvement of writing in secondary schools. As part of this legislation, funding has been allocated to reduce class size so that teachers have more time to evaluate students' writing production. Last year all juniors and seniors were served by the Writing Enhancement Program; for 1983-84 the program has been expanded to include sophomores as well. In Hillsborough County program guidelines have been prepared and disseminated to all high schools.

Last year (1982-83), evaluation of the Writing Enhancement Program included both process and product data. Interviews and record audits indicated that the program was being implemented according to program guidelines and was viewed by most participants as being successful. Product data were collected in the form of pre/post-writing samples from a random sampling of students at each course level which was part of the Writing Enhancement Program. A holistic scoring procedure was used in that each writing sample was given one score based on its overall merit. Students in four of the six course levels evaluated showed significant improvement in their overall writing abilities. Compensatory Education students' writing was evaluated separately; overall, they did not significantly improve in their writing production. Subsequent feature analysis revealed some specific characteristics of students' writing and ways in which their writing improved.

The purpose of the 1983-84 evaluation of the Writing Enhancement Program was to determine if the program was implemented according to guidelines and if the writing production of students improved as a result of participation in the Writing Enhancement Program. Specific questions included the following:

1) Were paragraphs or essays written by high school students at the end of a year's instruction better than paragraphs or essays written by the same students at the beginning of the year?
2) In what specific ways did the writing of Writing Enhancement Program students improve after involvement in the writing program?
3) Were county guidelines for instruction and record-keeping for the Writing Enhancement Program implemented by participating teachers?
4) What unmet needs in the area of writing instruction exist at the high school level?

In response to questions 1 and 2, program developers and senior high school teachers involved in the Writing Enhancement Program suggested that an analytic scoring procedure be used to measure student progress in writing. Unlike the holistic method which assigns an overall score to the writing pieces, analytic scoring is designed to investigate particular characteristics of a piece of writing, such as organization or mechanics. Teachers thought that this more specific evaluative information would be helpful in identifying program strengths and weaknesses. This document will report pretest-to-posttest changes in composition performance for fourteen course levels. The remainder of the report is presented in five subsections: Program Description, Evaluation Design, Procedures, Analyses/Results, and Conclusions/Recommendations.

1.0 PROGRAM DESCRIPTION

In recent years, the State of Florida placed greater emphasis on the development of writing skills at the secondary level and allocated increased funding to local districts to implement a writing program. During the 1981-82 school year, the first year of funding, implementation of the program in Hillsborough County was left primarily to individual schools.

It quickly became apparent that some standard of uniformity was needed throughout the county to assure meeting state guidelines while covering county material. A workshop devoted entirely to developing a writing enhancement curriculum was held during the summer of 1982; the Hillsborough County Writing Enhancement Program was the result of that workshop.

The local program's objective is to focus attention on developing competent writing skills within Hillsborough County classrooms by instituting uniform content and proficiency standards for grade and ability levels. The program guide (Writing Enhancement Program, Hillsborough County Public Schools, 1982) is a functional teaching guide emphasizing writing skills and accompanied by models and alternative classroom assignments. The suggested curriculum presupposes the interaction of writing with all facets of English. It focuses attention on the sequencing of skills. Skeletal in nature, it encourages application across teaching styles, literary modes and other English elements while providing sufficient guidelines for implementing a writing enhancement program. It emphasizes the elements of grammar, literature, and writing as unique but interrelated components of written communication.

Students in grades 10, 11 and 12 participate in the Writing Enhancement Program through their English classes. In conjunction with other secondary English course objectives, students are instructed in the identification, comprehension, and utilization of effective writing skills. According to Writing Enhancement Program curriculum guidelines, each student is required to complete at least nine documented writing assignments per grading period. Student folders are maintained as evidence of sequential program delivery. Method(s) of evaluation of student writing assignments is(are) at the discretion of the classroom teacher.

2.0 EVALUATION DESIGN

This section will describe the evaluation questions and subordinate investigation that were addressed by the evaluation and will describe the subjects and instruments that were used.

Because instructional emphasis and expectation varies with student level, the district elected to conduct two distinct studies, one for each of two student population types. One study required that performance changes in paragraph writing be examined, and the other required that performance changes in essay writing be examined. The evaluation questions were the same for each study, however.

As previously stated, the following evaluation questions were addressed by the study:

1) Are paragraphs/essays written by high school students at the end of a year's instruction better than paragraphs or essays written by the same students at the beginning of the year?
2) In what specific ways does the writing of Writing Enhancement Program students improve after involvement in the program?

Because several types of students are served by the Writing Enhancement Program, the district wished to investigate whether different results may be associated with different types of students. In addition to the primary evaluation questions given above, therefore, the following additional question was also investigated:

. Is there differential performance across the groups listed below?

PARAGRAPH:

Compensatory Students
Basic Students
Regular Students (grade 10)

ESSAY:

Regular Students (grade 11 and 12)
Advanced Students
Advance Placement Students

To address both the primary evaluation questions and the subordinate investigation, writing samples were collected from students representing each of the groups identified above. A sampling plan was developed to ensure representation of the student groups named in Table 1, below.

Table 1

Writing Enhancement Program Subjects

	Grade 10	Grade 11	Grade 12
Compensatory	P	P	P
Basic	P	P	P
Regular	P	E	E
Advanced	E	E	E
Advance Placement	E	E	E

P = Paragraph

E = Essay

At each of eleven high schools two teachers per course per grade were selected to collect writing samples from randomly selected classes of students; class sizes ranged from 15 to 25 students.

All students in the selected classes produced a pre-writing sample during the week of October 3-7; post-samples were collected May 7-11. Based on these procedures, the following numbers of paragraphs and essays were generated:

Paragraphs: 6 course levels x 25 students per class x 2 classes per school x 11 schools = 3,300 sample pairs (pre/post);

Essays: 8 course levels x 25 students per class x 2 classes per school x 11 schools = 4,400 sample paris (pre/post).

All writing samples were matched by student name. Approximately ten paired samples were chosen randomly per course level per school for a total of 100 pairs per course. Thus, about 500 paragraph pairs and 800 essay pairs were scored.

Two types of instruments were used: test instruments and scoring instruments. Each type is described in this sub-section.

Test Instruments. Separate tests were developed for the paragraph and for the essay as follows:

PARAGRAPH: Four topics were developed to test paragraph writing. These topics were paired to form two sets of two topics each. For the pretest, administered during the first two weeks of the school year, Set I topics were given to half of the students and Set II to the other half. For the posttest, administered in May, the alternate set was administered to each group of students. On both occasions, then, students had a choice of two topics. On each occasion, however, students chose only one topic on which to write their paragraphs.

ESSAY: Two topics were developed to test essay writing. On each occasion students were assigned a topic, half receiving topic A on the pretest and half receiving Topic B. On the posttest, each half was assigned the topic not assigned on the pretest.

All topics were developed by Hillsborough County instructional personnel, and administration procedures were developed by the Department of Testing and Evaluation. Paragraph topics and procedures are shown in Appendix A; essay topics and procedures are shown in Appendix B.

Scoring Instruments. A representative group of teachers from the district identified a set of 21 traits to be evaluated in the paragraph and a set of 17 traits to be evaluated in the essay. The consultant grouped each set of traits under four domains: Composing, Sentence Formation, Usage, and Mechanics. Then, separately for each study, these domains were defined with special tailoring for the traits under examination. When the domains had been defined in terms of the identified trait, a four-point scale was developed for each domain, for each study. These domain score scales provided for each paper receiving four independent scores, one in each domain. This domain scoring was designed to accommodate the district's need for discrete information to answer Evaluation Question 2.

The domain definitions and score scales were formatted, along with background material and general information about procedures, into the Writing Enhancement Program Scoring Manual. This document was the central instrument used to train raters for each study. A copy of the Writing Enhancement Program Scoring Manual accompanies this report as Attachment 1.

Results were analyzed using a series of Wilcoxan Ranked-Signs Tests for paired samples. In Section 4.0 of this document results are reported for each course level. Data for total scores are reported as well as for each individual trait examined.

As previously noted, the following evaluation questions were also addressed by the study:

3) Were county guidelines for instruction and record-keeping for the Writing Enhancement Program implemented by participating teachers?

4) What unmet needs in the area of writing instruction exist at the high school level?

All teachers whose students submitted writing samples as part of the product evaluation were sent a survey in the spring. The survey contained questions regarding instruction, record-keeping, and unmet needs. Unfortunately only six teachers (@10%) returned this survey. Neither evaluators nor program developers felt this response rate was sufficiently representative of the English teacher population to draw valid conclusions about program operation. Thus, no results are reported for these two evaluation questions. Follow-up will occur during preplanning for 1984-85.

3.0 SCORING PROCEDURES

Scoring activities were conducted in five sequential stages: Paper Preparation, Pre-Scoring, Rater Training, Scoring, and Follow-Up. Each stage will be discussed in detail in the following sub-sections.

3.1 Scoring Preparation

Following initial planning meetings, the consultant prepared a logistics document to guide all paper preparation and other scoring-related activities. The logistics document provided instructions for the following activities for each of the two studies.

1) Randomly selecting matched pairs of papers from each group to be included in the scoring sample.
2) Recording a seven-digit numerical code on each paper, then removing all identifying information from the paper.
3) Scrambling paper order to interrupt all unit clusters.
4) Pre-coding a scannable scoring form for each paper.
5) Preparing scoring packets that contained a designated number of papers and their corresponding scoring forms.
6) Preparing ancillary materials for the scoring session.

The logistics document also detailed procedures and staff responsibilities for training, scoring, and follow-up activities. A copy of "Scoring Logistics - Hillsborough County Scoring Project - Writing Enhancement Program" appears as Appendix C of this report.

3.2 Pre-Scoring

It can be claimed, with reason, that anyone who teaches writing should know how to "grade" or score the papers that students write. Not only should they be able to do so, most are able to do so. Nonetheless, teachers often are startled, in discussion with their equally well-trained and conscientious peers, to learn that their colleagues do not always share their composition priorities. Some teachers place greater emphasis on neatness than others. Some are more concerned with the structural correctness of sentences; others are more concerned with the richness of language in sentences. Some teachers place greater emphasis on a composition's content; others place greater emphasis on a composition's form. Although all of these priorities are worthy ones, they can be the root of considerable disagreement among raters as to the score that a given paper should receive, thereby resulting in unreliable and invalid scores.

To counteract the influences of these conflicting priorities during scoring activities, a single standard, established by expert judges who represent the district's priorities, is established in advance through pre-scoring activities. Pre-scoring is done to establish the standard for all ensuing scoring and to ensure the validity both of the process and of the scores ultimately given to each paper. During pre-scoring, a team of expert judges who represent the system's present standards undergo intensive training. They then score, discuss, and rescore until they have reached agreement about the final score on a large number of papers. These pre-scored papers then are used to stabilize the score scale throughout subsequent training and scoring activities.

Some pre-scored papers become Anchor Papers, so called because they anchor or define the score scale for training purposes. Raters study these papers, along with the score scale, early in the training process. Another set of pre-scored papers become Training Papers and are used to teach raters to score in concert with the pre-scoring standard, rather than apply personal standard of their own. Still another set of pre-scored papers become Check Papers. These papers are used periodically throughout scoring as a check to ensure that raters are not drifting away from the standard set during pre-scoring.

To conduct pre-scoring for this program, 72 paragraph samples and 95 essay samples were representatively selected from those submitted across all respective groups. These papers were blinded and pre-sorted such that all unit clusters were interrupted. Each type then was organized for pre-scoring.

Pre-scoring activities for the paragraph were conducted on June 14, and for the essay, on June 15. Both sessions were conducted in the offices of the Department of Testing and Evaluation. Three pre-scoring judges were selected as follows: two classroom teachers, and one measurement/evaluation specialist. The consultant designed and directed pre-scoring activities.

The consultant gave each judge a copy of the Writing Enhancement Program Scoring Manual and reviewed the manual's introduction and the sections related to hand-scoring issues and procedures and regulations. Each of the paragraph topics and their administration instructions also were reviewed. The consultant then introduced the judges to domain-referenced scoring by carefully reviewing the

section "Expectations for the Composition" which defined each of the four composition domains and identified each of the specific traits to be examined in the paragraph. The consultant explained to the judges that each paper would be assigned four different scores by each judge, one for performance in each of the four domains. The consultant further explained that each score was to reflect the student's general performance on all skills identified for the referenced domain.

Once this section had been reviewed, judges studied the score scales for each domain. To begin pre-scoring activities, each judge was given a set of copies of the same five papers. Judges were asked to read each paper then, one by one, evaluate each domain by comparing the paper's quality in each respective domain with descriptors on that domain's score scale. Judges used this procedure to score each of the five papers, without discussion with other judges and without regard for any other paper in the set.

Once each judge had read and scored all five papers, the consultant collected all scores. Scores were collected by domain for each paper, and all discussion was conducted by domain, rather than by paper. First, papers on which all judges had assigned the same score (firm-agreement) were identified, one at a time. For each, the consultant gave the paper's identification number and the judges' score, now designated the "true score" for the domain. Judges then were asked to re-read the paper and the score's domain descriptor to firmly establish the rationale for the paper's True Score in that domain. Judges briefly summarized the domain's True Score rationale

on the back of the score card to more firmly establish the scale's standard in their minds.

Once this activity had been completed for all of the firm-agreement papers in each domain, judges again reviewed the papers, their scores and rationale statements. Judges then were asked to re-read the remaining papers and rescore them, utilizing the clarification that had resulted from their review of firm-agreement papers. After this second scoring, results were collected and the above procedures were repeated for all papers on which there was firm agreement.

Papers which still had discrepant scores were then identified and the following procedures were employed to resolve the disagreement.

1) The consultant identified the scores that judges had assigned to the discrepant paper. Usually, only two scores were represented in the disagreement. For example, two judges may have assigned a score of "3" and one judge may have assigned a score of "4."

2) The consultant then referred judges to firm-agreement papers which represented each of the assigned scores and judges were asked to compare the discrepant paper to these papers. Judges were to determine which set of papers the discrepant paper was most like. This comparison was followed by a discussion of the discrepant paper's similarity to other papers. After the discussion, the consultant called for a third scoring of the discrepant paper.

Once the above procedures had been completed for one domain, they were repeated for the next domain until true scores had been established in each domain for each paper. These iterative procedures were employed for the first two sets of pre-scoring papers. After these sets had been scored, however, iterative scoring was utilized only in cases where each judge had assigned a different

score, or where one of the assigned scores was not contiguous to the other two scores. Otherwise, the consultant resolved discrepant scores by defining the True Score as the score assigned by two of the three judges.

To reflect True Score agreement on pre-scored papers, these papers were grouped into three categories for each domain. These categories and their definitions follow.

A) Firm-Agreement Papers - pre-scored papers on which all judges assign the same score in the domain after the first reading.

B) Iterative-Agreement Papers - pre-scored papers on which all judges assign the same score in a domain after two or more readings.

C) Resolved-Agreement Papers - pre-scored which had contiguous discrepancies after one reading and which were resolved by the consultant.

Table 2 displays the proportion of pre-scored paragraphs that were grouped into each of the three categories in each domain, as a result of pre-scoring.

Table 2

Writing Enhancement Program
Pre-Scored Paragraphs by Agreement Category
N = 72

	Category		
	A	B	C
Composing	.29	.13	.58
Sent Form	.38	.11	.51
Usage	.50	.07	.43
Mechanics	.49	.09	.42

The True Score distribution for each domain, for pre-scored paragraphs is shown in Table 3.

Table 3

Writing Enhancement Program Pre-Scored Paragraphs
Distribution of True Scores
N = 72

	4	3	2	1
Composing	.06	.44	.42	.08
Sent Form	.03	.50	.46	.01
Usage	.01	.64	.33	.01
Mechanics	.04	.67	.28	.01

Procedures used to pre-score essays were identical to those used to pre-score paragraphs. Table 4 shows the proportion of pre-scored essays that were grouped into each of the agreement categories for each domain.

Table 4

Writing Enhancement Program Pre-Scored Essays
By Agreement Category
N = 95

	Categories		
	A	B	C
Composing	.32	.13	.55
Sent Form	.49	.09	.42
Usage	.61	.08	.32
Mechanics	.42	.12	.46

The True Score distribution for each domain, for pre-scored paragraphs is shown in Table 5.

Table 5

Writing Enhancement Program Pre-Scored Essays
Distribution of True Scores
N = 95

	4	3	2	1
Composing	.09	.39	.49	.02
Sent Form	.09	.85	.05	.00
Usage	.09	.91	.00	.00
Mechanics	.11	.84	.05	.00

3.3 Rater Training

To prevent any bias based upon raters' knowledge of the levels of students who were assigned essays and the levels who were assigned paragraphs, the two composition types were scored separately. All training and scoring for the paragraph were conducted first. When all paragraphs had been scored, raters were retrained for the essay, and all essays then were scored. Although scoring criteria differed, all procedures for training and scoring the paragraph and the essay were the same.

To prepare for rater training, the consultant selected from among pre-scored papers the Anchor Papers, Training Papers, and Check Papers for use in each scoring session. Because training emphasis was placed on differentiating the four domains, all Anchor, Training, and Check Papers were selected for score distribution and agreement category distribution at the domain level. Selection was based on the following considerations.

ANCHOR PAPERS: Special consideration was given to selecting Anchor Papers that illustrated as many score combinations and as wide a range of score distribution within each domain as possible.

TRAINING PAPERS AND CHECK PAPERS: The same considerations given to selecting Anchor Papers were given to selecting these papers. In addition, care was taken to select paper sets that would provide raters with a full representation of central scale values (scores of 2 and 3), traditionally difficult values for raters to separate.

Once each of the above paper types had been selected for paragraphs and for essays, sufficient copies of each set were made for each rater. Sets were then collated and labeled for use in rater training and scoring activities.

Training and scoring activities were conducted at the Holiday Inn, North, in Tampa, on June 18 through 22. Twenty-two raters were selected by district staff and were representative of schools throughout the district. A list of raters and their school affiliations is shown in Appendix D.

Training activities for the paragraph required approximately six hours. Raters were first given a review of the Writing Enhancement Program and were given brief information about the make-up of the scoring sample. They were told what grade levels were represented in the scoring sample and that both pretest and posttest papers were represented. The consultant explained to raters that all identifying information had been removed from the papers and that the papers had been scrambled so that there would be no grade-level, group, or occasion clusters in their packets.

Each rater then was given a copy of the Writing Enhancement Program Scoring Manual and each section of the Manual was carefully reviewed with them by the consultant. Raters were given time to

review the "Expectations" section, the score scale for each domain, and the Anchor Papers. Raters discussed these materials among themselves and with the consultant until they felt reasonably comfortable with them.

Raters then were given papers for Training Round #1 (T-1). Each rater was given a set of the same five papers and a score sheet on which to record each paper's four scores. Raters read and scored each paper independently. They were instructed to utilize the score scales in combination with the Anchor Papers to determine the scores for each of the papers in T-1.

Once raters had finished scoring papers in T-1, their score sheets were collected and their scores for each paper recorded on the consultant's appropriate Domain Monitor Sheet. Once all raters' scores had been transferred to the monitor sheets, each domain was examined individually, and raters' scores were compared to each paper's True Score. Calculations were made to determine the number of discrepant scores for each rater (incidence) and whether their discrepancies tended to be high or low as compared with the true scores (tendency). In cases where raters' Incidence or Tendency indicated a problem, this information was related to them and recommendations were made to them for adjustment of their scoring. Otherwise, their scoring was simply monitored to assess individual accuracy. These procedures were repeated for each domain and continued throughout all training rounds and check rounds.

Once each rater's accuracy in each domain had been evaluated, raters' score sheets were returned to them along with a self-adhesive label that displayed the true scores for each paper in the set.

Raters were instructed to affix the label to the front cover of the paper set and to review these true scores. Where their scores were discrepant from the true scores, raters were instructed to utilize Anchor Papers and other Training Papers, along with discussion to clarify the discrepancy. In cases where as many as one-third of the raters were discrepant on a single paper in any domain, the consultant discussed the paper with the entire group. Raters were not allowed to dispute or otherwise challenge the true scores.

When raters had completed their discussions, they were given another set of Training Papers and the procedures described above were repeated. Altogether, five Training Rounds were conducted. Monitor sheets for each Training Round are displayed in Appendix D. These sheets document quite strong agreement among raters throughout training activities. Positive and negative Tendency ratings indicate whether a Rater was scoring higher or lower than the True Score, respectively. The value of the Tendency rating indicates how many points above or below the True Score the rater scored for the entire round.

The Incidence value represents the number of discrepant scores assigned by the rater for the round. An Incidence rating of zero indicates that the rater assigned no discrepant scores in that round. A rater who had an Incidence rating of 2 or higher, but had a Tendency Rating of 0, showed discrepancy from the True Scores, but no consistent Tendency to overscore or underscore.

3.4 Scoring

Each scoring round was conducted in exactly the same manner. Each rater was given a scoring packet containing a set of papers and their corresponding scoring forms. Raters were instructed to first check the order of their materials to ensure that they were recording information on the correct form for each respective paper. Raters then read each paper independently and coded in each domain score and their rater identification number on the appropriate score form. When raters had finished scoring the entire packet of papers, the packet was collected by a scoring assistant and the rater was given another packet of papers to score. Collected packets were checked to ensure that each paper had been properly coded in. When each score form in a packet had been checked for accuracy and completeness, the four scores on each form were covered with a WRITE GUARD Rating Shield to obscure them from view by the second rater. All papers and score forms then were placed in identical order and returned to their packets.

When scoring assistants collected the second packet from raters, they gave raters a packet that already had received a first reading. Raters followed their routine rating procedures, this time recording their identification numbers and scores on the section of the form designated for the second reading.

When all distributed packets had received two readings, a new scoring round began. This procedure continued until all papers had been scored by two readers.

When packets were collected from the second reading, the rating shield was removed from each score form and each form was checked

for completeness and accuracy. The two scores for each domain were then compared. When any pair of scores was found to be discrepant by more than one value (non-contiguous scores), the discrepant domain was checked for resolution, and both sets of scores were covered by rating shields. Such score forms were placed on top of the others and these packets were set aside for resolution scoring.

After all scoring packets had received two readings, packets which contained papers with discrepant domain scores were distributed for resolution. Resolution readings were conducted exactly as other readings had been, except that only the discrepant domain was scored by the resolution rater. The resolution rater recorded score information in the area of the score form designated for resolution scores.

When all scoring activities had been completed, rating shields were removed from score forms that had required resolution, and each form was checked carefully for accuracy and completeness. All score forms were then cleaned for stray marks, stacked,and returned to the district office for scanning.

4.0 ANALYSIS/RESULTS

Answers to the first two evaluation questions were obtained after data for each course level, each writing trait, and overall ability were analyzed with a series of nonparametric statistical tests. As a result of scanning all scoring documents and conducting a thorough search for all available data, two data files (one for paragraph scores, one for essay scores) were established. Then appropriate programs from the Statistical Package for Social Sciences (SPSS) were employed to analyze existing data. Due to the ordinal nature of the rating scale (1-4), the Wilcoxan Matched-Pairs Ranked Signs Test was used to compare pre-writing sample scores with post-writing sample scores. It was assumed that students in all course levels would improve their writing skills in at least one of the specified writing traits and/or in their overall writing ability.

Writing Enhancement Program students in eleven of the fourteen course levels significantly improved in some aspect of their writing skills. Figures 1 through 5 depict average pre- and post-writing sample means, growth slopes, and relative score positions for each trait and each course level. Accompanying tables (6-10) show numbers of students who experienced negative, positive, or no no gain from pre- to post-writing samples, along with the significance level for each trait.

.As shown in figure 1 and table 6, Compensatory Education students in grade 10 significantly improved their performance in the composing trait and overall writing ability. Grade 11 Compensatory Education students significantly improved in the mechanics trait.

.Students in grade 10 basic classes (figure 2 and table 7) showed significant improvement in three traits: composing, sentence formation and mechanics. In addition, their overall writing ability significantly improved. Grade 11 basic students also showed significant improvement in three traits: sentence formation, usage and mechanics. Their overall writing ability also improved. Twelfth grade basic students significantly improved in the usage trait. It is important to note that in three out of four traits and in overall writing ability, eleventh grade basic students scored higher than the other two grade levels on the post-writing sample.

.Regular classes wrote either paragraphs (grade 10) or essays (grades 11 and 12) as pre-post assessments. Figure 3 and table 8 indicate no improvement by tenth grade students in any trait or in overall writing ability. Indeed, in two out of four traits and in overall ability, students scored lower on the post-writing paragraph than on the pre-writing paragraph sample. Grade 11 regular students significantly improved in sentence formation and overall writing ability. Grade 12 regular students showed significant improvement in composing and overall writing ability.

.Results for advanced classes are shown in figure 4 and table 9. Once again, tenth grade students showed no improvement in any trait or in overall ability; in both composing and sentence formation more students had lower post-scores than pre-scores. Eleventh grade students showed significant improvement in every trait as well as overall writing ability. Grade 12 students significantly improved in sentence formation. It is important to point out for twelfth grade students that, as a group, they scored above the "3" scale point on both pre and post assessments in three out of four traits. That is, they began the year with at least

"reasonable" skills in the assessed areas and maintained these skills during the school year.

.Figure 5 and table 10 show results for advance placement (AP) classes. Tenth grade students significantly improved in the composing trait and overall writing ability. Grade 11 students significantly improved in sentence formation. Grade 12 students showed no significant improvement in any area. As mentioned previously, these 12th grade students began the year with at least reasonable skills in all areas and maintained them during the year. Their average pre and post scores in all areas except one were above all other groups (except grade 11 AP sentence formation post score).

.Table 11 provides an overview of all course levels and a listing of the areas in which students significantly improved. In terms of course type, basic class students improved in the most areas. Eleventh grade advanced students improved in all areas: every trait and overall writing ability. Students in three course levels, tenth grade regular, tenth grade advanced, and twelfth grade AP, showed no improvement in any area. Table 12 shows results for each trait.

.Figures 6-10 are included to show the progressive nature of average pre and post sum scores for each course type by grade level. In every instance, average sum scores move progressively higher as the course type becomes more demanding. Since raters had no idea which course type they were scoring during the scoring process, these findings appear to indicate that students in differentiated course types do indeed possess different levels of skill in writing. Furthermore, students in more demanding course types possess higher levels of skill in writing than those

in less demanding course types. Based on these data, one could conclude that students are appropriately assigned to English course levels.

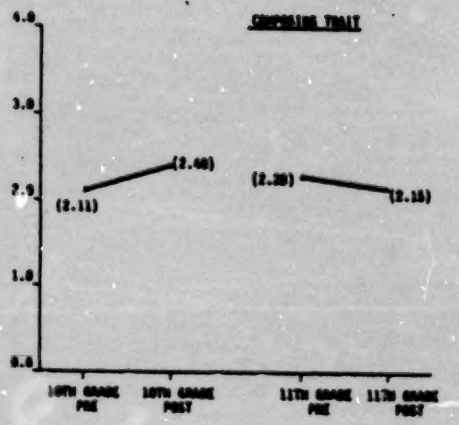
Table 6

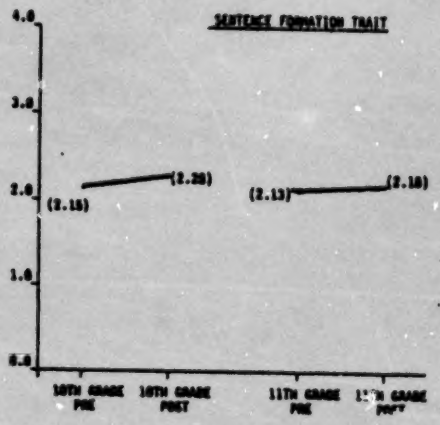
Comparison of Pre and Post Paragraph Scores for Compensatory Education Classes (10,11)

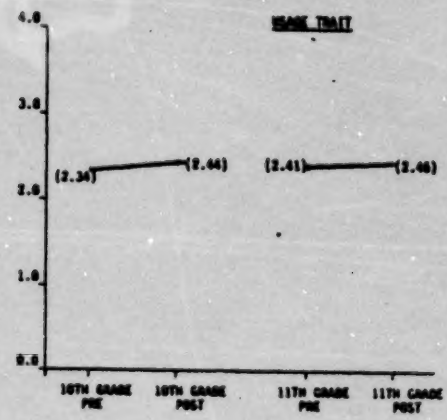
Grade/Trait	N	Number of Students who Experienced: Negative (-) Change from Pre to Post	No Change (0) from Pre to Post	Positive (+) Change from Pre to Post	Level of Significance
Grade 10	52				
*Composing		14	12	26	.01*
Sentence Formation		14	16	22	.16
Usage		14	18	18	.39
Mechanics		16	18	18	.56
*SUM		19	4	29	.05*
Grade 11	39				
Composing		16	14	9	.28
Sentence Formation		12	12	15	.78
Usage		12	16	11	.58
*Mechanics		8	10	21	.07*
SUM		16	6	17	.69

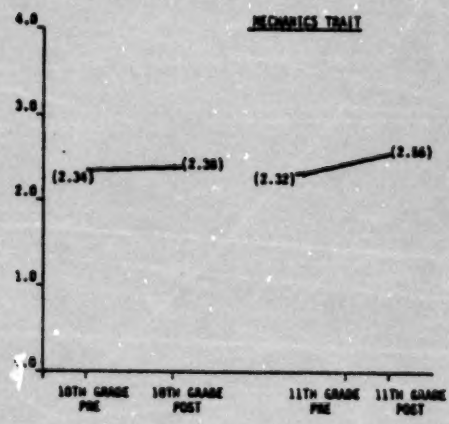
*denotes statistical significance $p \leq .10$

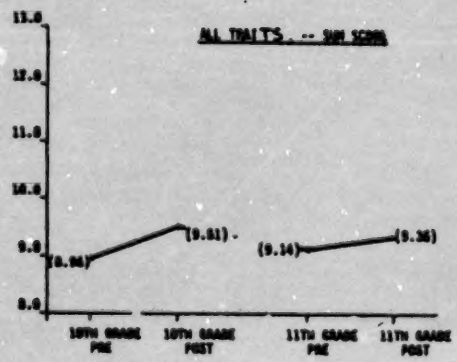
Figure 1. Mean Scores for:











COURSE LEVEL: Compensatory Education (Paragraph)

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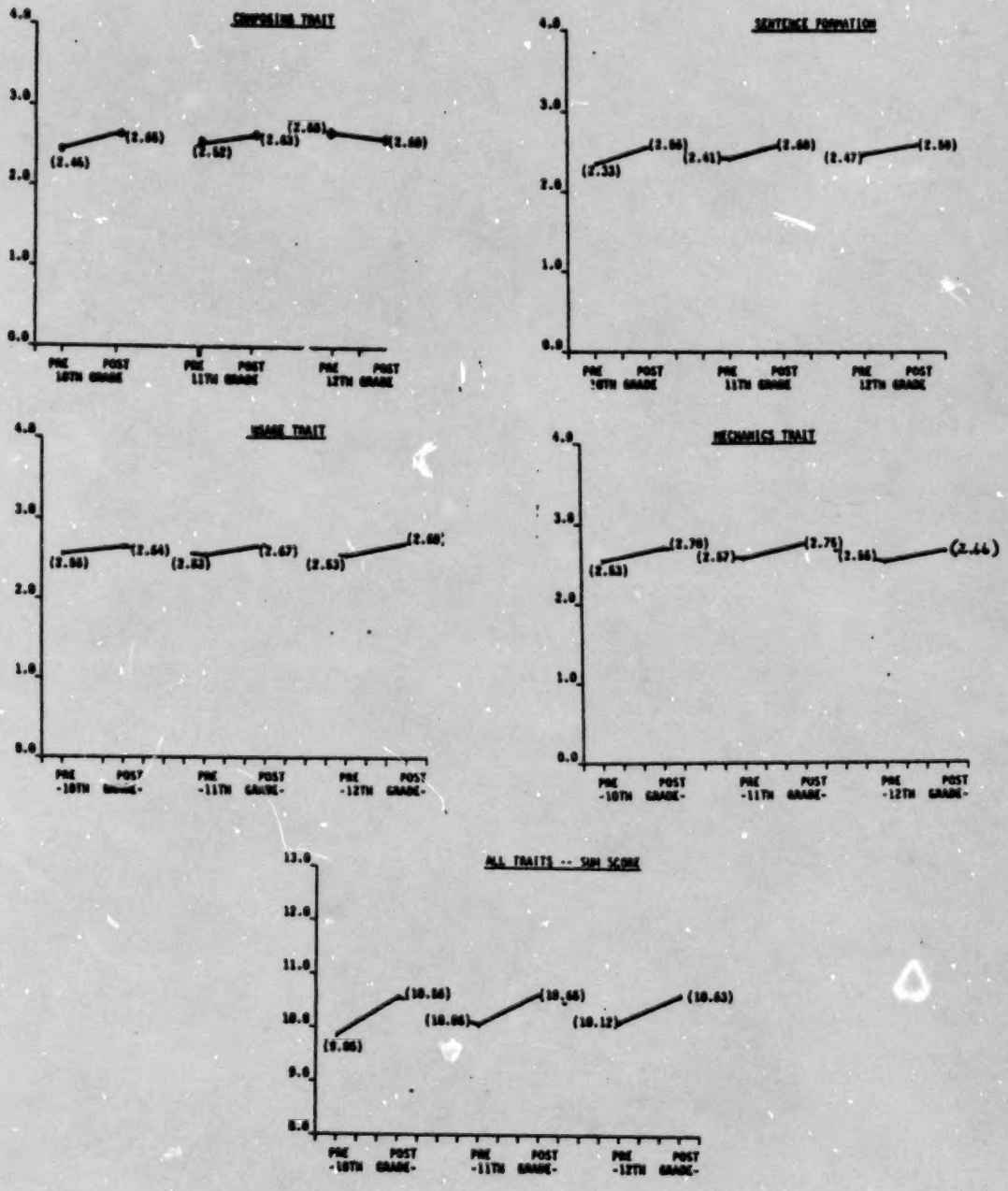
Table 7

Comparison of Pre and Post Paragraph Scores for Basic Classes (10,11,12)

Grade/Trait	N	Number of Students Who Experienced: Negative (-) Change from Pre to Post	No Change (0) from Pre to Post	Positive (+) Change from Pre to Post	Level of Significance
Grade 10	96				
*Composing		25	31	40	.00*
*Sentence Formation		26	24	46	.00*
Usage		28	30	38	.13
*Mechanics		20	34	42	.01*
*SUM		35	4	57	.00*
Grade 11	138				
Composing		45	33	60	.19
*Sentence Formation		31	53	54	.00*
*Usage		32	50	56	.01*
*Mechanics		32	48	58	.00*
*SUM		50	11	77	.01*
Grade 12	49				
Composing		15	14	20	.48
Sentence Formation		16	14	19	.37
*Usage		11	18	20	.06*
Mechanics		11	20	18	.16
SUM		18	6	25	.15

*denotes statistical significance $p \leq .10$

Figure 2. Mean Scores for:



COURSE LEVEL: BASIC (PARAGRAPH)

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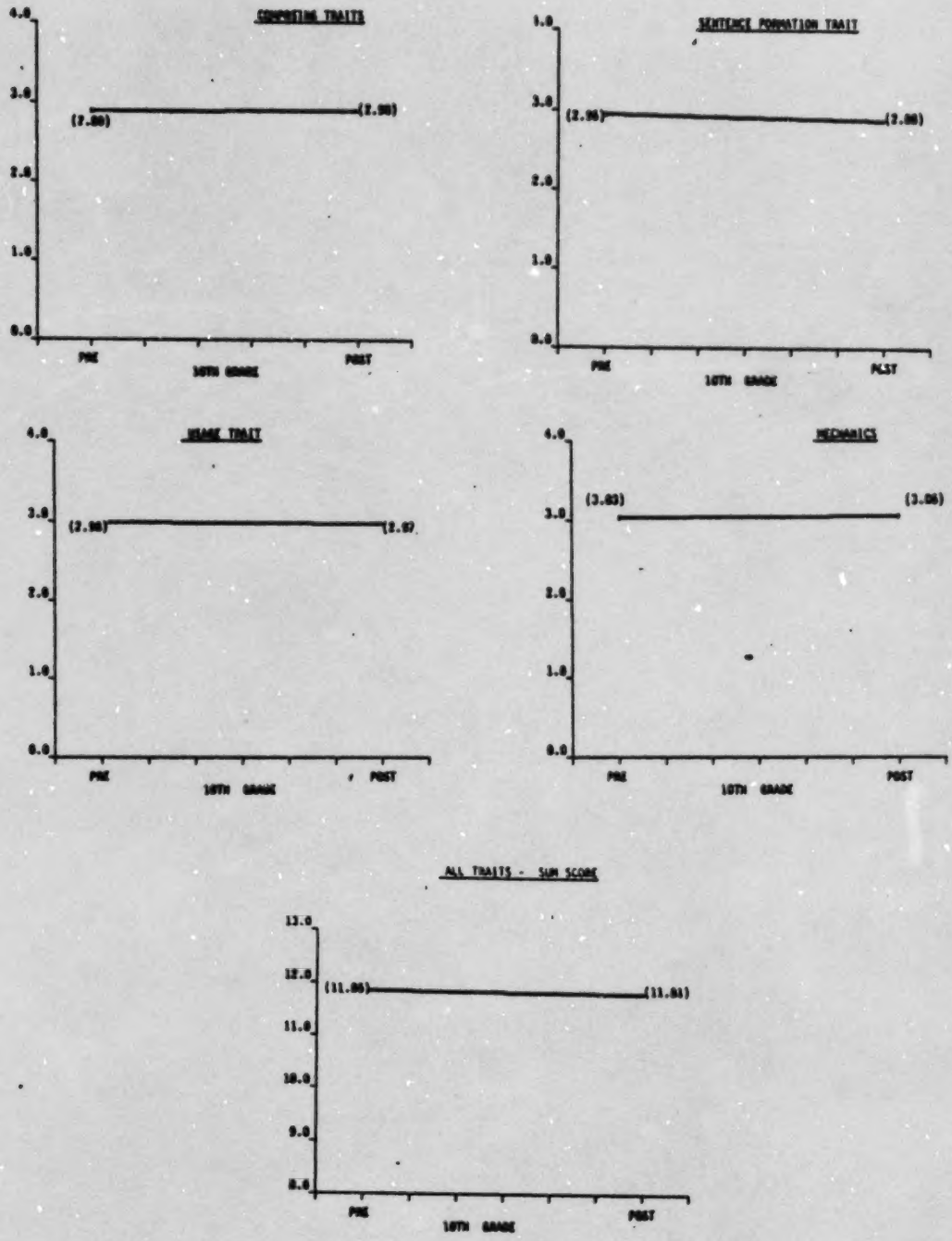
Table 8

Comparison of Pre and Post Paragraph/Essay Scores for Regular Classes (10,11,12)

Grade/Trait	N	Number of Students who Experienced: Negative (-) Change from Pre to Post	No Change (0) from Pre to Post	Positive (+) Change from Pre to Post	Level of Significance
Grade 10	100				
Composing		42	22	36	.97
Sentence Formation		45	24	31	.26
Usage		32	36	32	.71
Mechanics		29	35	36	.64
SUM		48	10	42	.64
Grade 11	89				
Composing		31	24	34	.55
*Sentence Formation		25	26	38	.03*
Usage		22	34	33	.12
Mechanics		24	40	25	.56
*SUM		31	9	49	.08*
Grade 12	106				
*Composing		32	25	49	.03*
Sentence Formation		35	28	43	.26
Usage		32	40	34	.93
Mechanics		22	46	38	.23
*SUM		39	14	53	.08*

*denotes statistical significance of $p \leq .10$

Figure 3.



COURSE LEVEL: REGULAR (PARAGRAPH)

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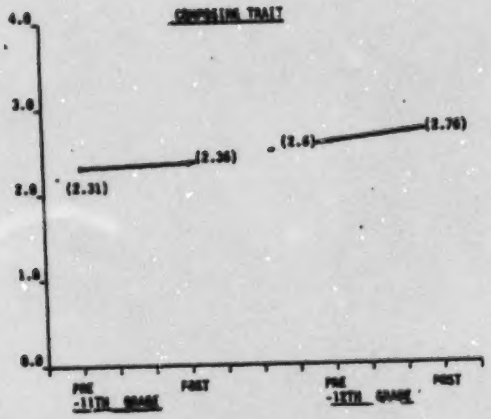
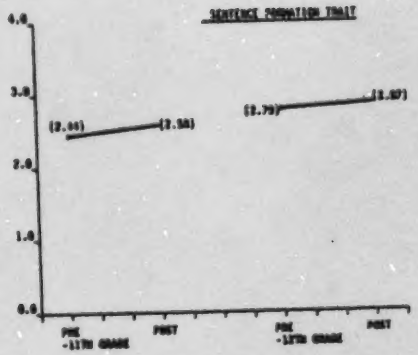
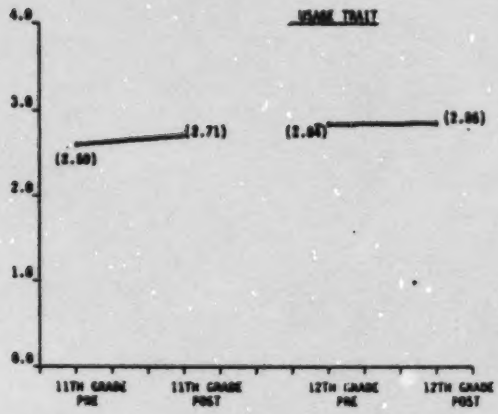
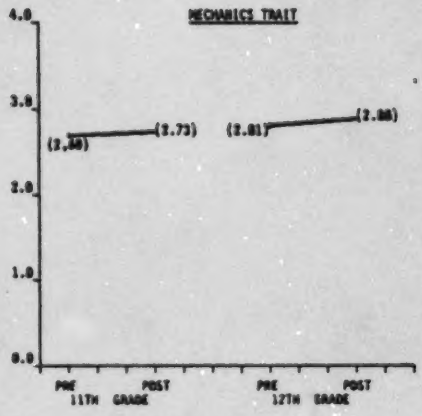
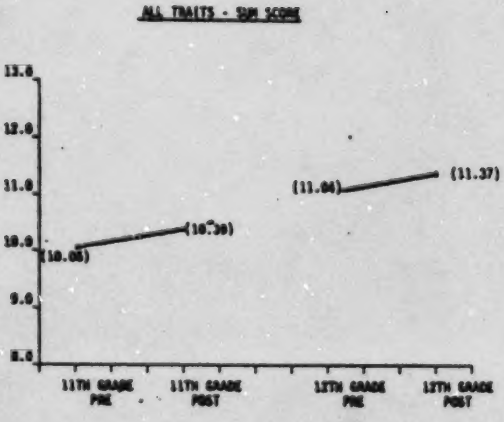
Figure 3 (cont.).











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COURSE LEVEL: REGULAR (ESSAY)

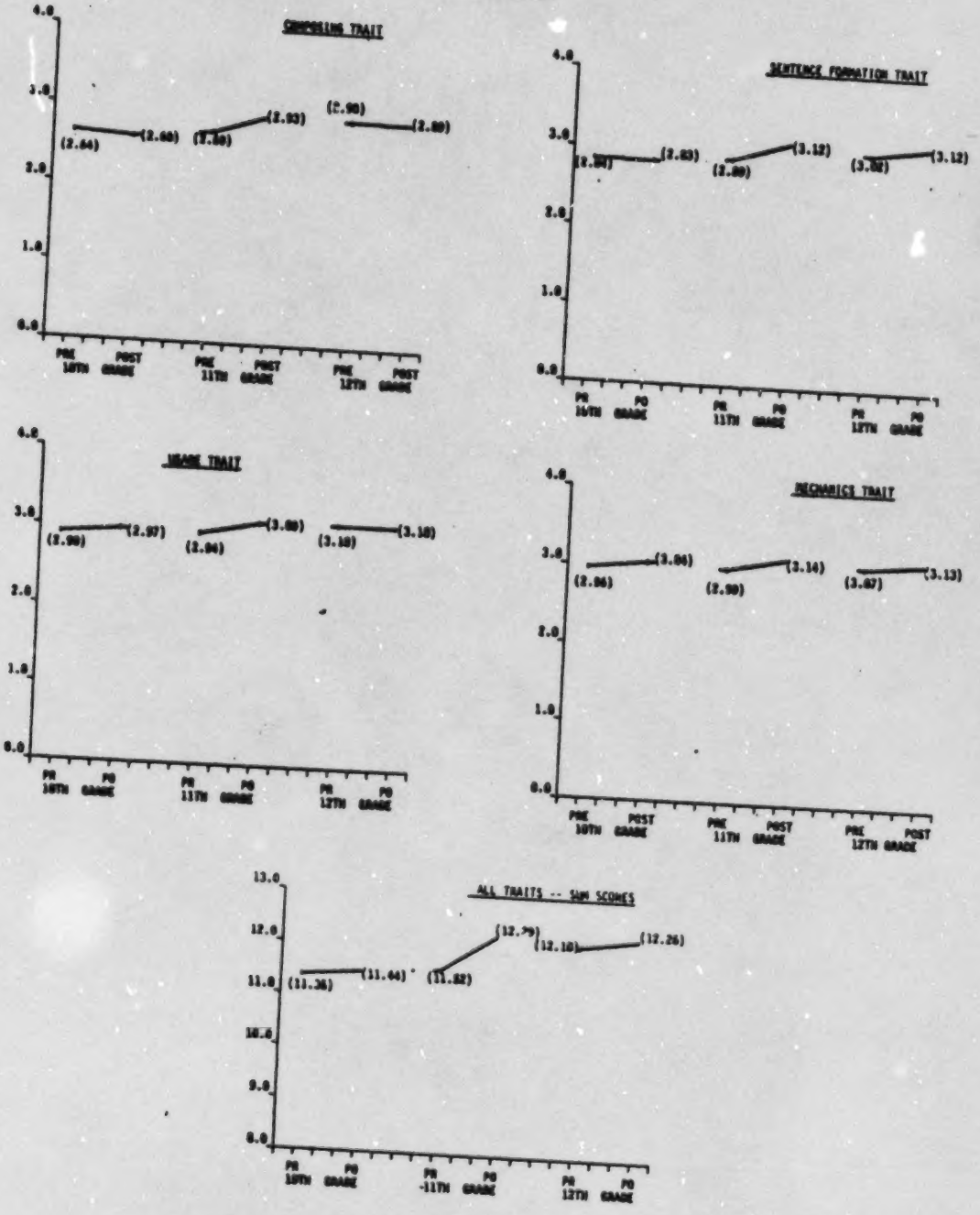
Table 9

Comparison of Pre and Post Essay Scores for Advanced Classes (10,11,12)

Grade/Trait	N	Number of Students who Experienced: Negative (-) Change from Pre to Post	No Change (0) from Pre to Post	Positive (+) Change from Pre to Post	Level of Significance
Grade 10	82				
Composing		28	30	24	.62
Sentence Formation		30	24	28	.93
Usage		23	30	29	.27
Mechanics		21	30	31	.29
SUM		34	7	41	.42
Grade 11	108				
*Composing		28	24	56	.00*
*Sentence Formation		18	37	53	.00*
*Usage		26	38	44	.05*
*Mechanics		24	37	47	.01*
*SUM		27	15	66	.00*
Grade 12	96				
Composing		38	20	38	.96
*Sentence Formation		26	30	40	.10*
Usage		28	39	29	.94
Mechanics		19	41	36	.19
SUM		32	17	47	.32

*denotes statistical significance $p \leq .10$

Figure 4.



COURSE LEVEL: ADVANCED (ESSAY)

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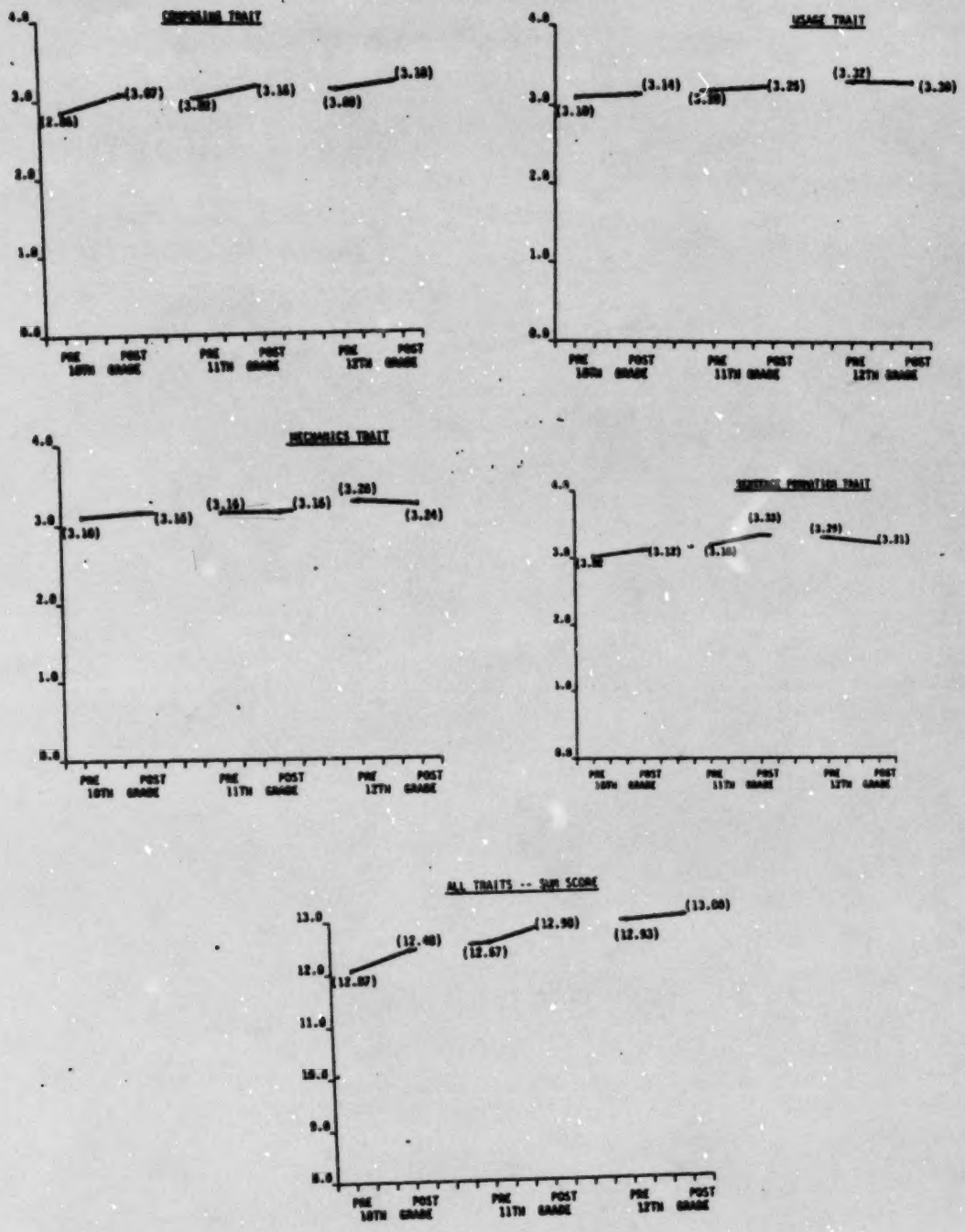
Table 10

Comparison of Pre and Post Essay Scores for AP Classes (10,11,12)

Grade/Trait	N	Number of Students who Experienced: Negative (-) Change from Pre to Post	No Change (0) from Pre to Post	Positive (+) Change from Pre to Post	Level of Significance
Grade 10	99				
*Composing		24	27	48	.00*
Sentence Formation		25	33	41	.13
Usage		31	36	32	.60
Mechanics		30	31	38	.45
*SUM		34	13	52	.01*
Grade 11	95				
Composing		30	23	42	.11
*Sentence Formation		23	34	38	.04*
Usage		27	36	32	.40
Mechanics		31	34	30	.95
SUM		33	13	49	.25
Grade 12	95				
Composing		33	19	43	.46
Sentence Formation		36	29	30	.26
Usage		30	34	31	.84
Mechanics		35	30	30	.60
SUM		41	13	41	.98

*denotes statistical significance $p \leq .10$

Figure 5.



COURSE LEVEL: AP (ESSAY)

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Table 11

Summary Table

Traits in Which Significant Improvement Occurred

Grade	Compensatory Education	Basic	Regular	Advanced	AP	Total
10	Composing Overall	Composing Sentence Formation Mechanics Overall	None	None	Composing Overall	8/25 areas improved (32%)
11	Mechanics	Sentence Formation Usage Mechanics Overall	Sentence Formation Overall	Composing Sentence Formation Usage Mechanics Overall	Sentence Formation	13/25 areas improved (52%)
12	Not Assessed	Usage	Composing Overall	Sentence Formation	None	4/20 areas improved (20%)
Total	3/10 areas improved 30%	9/15 areas improved 60%	4/15 areas improved 27%	6/15 areas improved 40%	3/15 areas improved 20%	

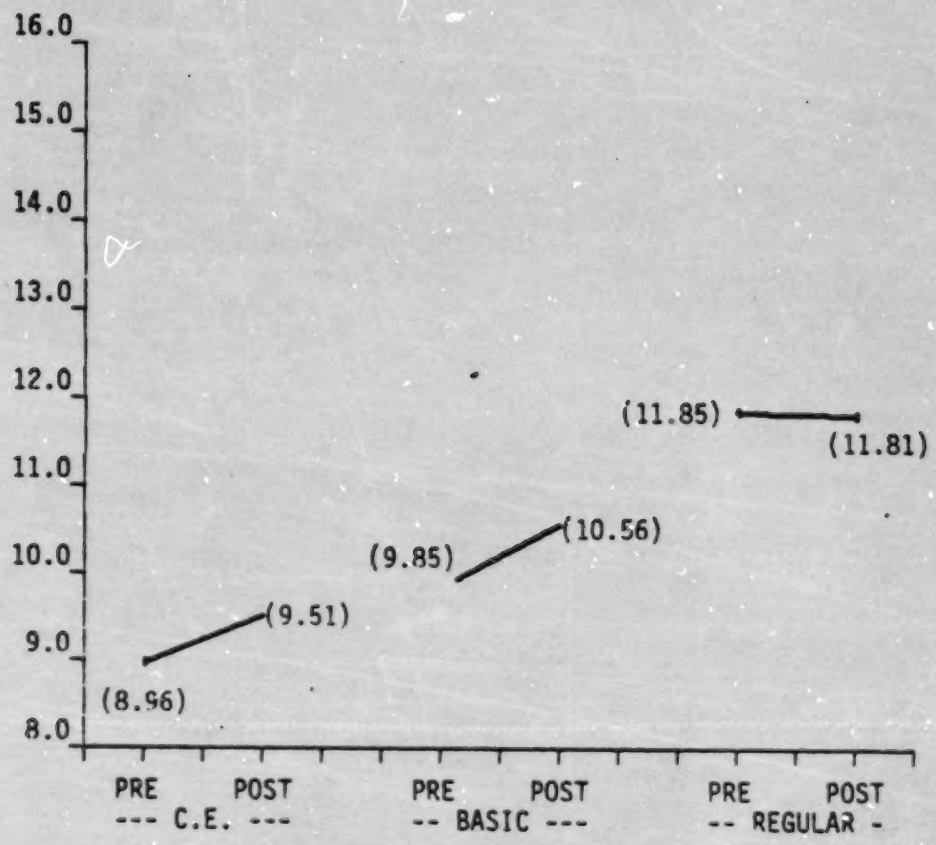
Table 12

Summary Table -- Trait Improvement

	Number of Course Levels in which improvement occurred	Percent of Total
Composing	5	36%
Sentence Formation	6	43%
Usage	3	21%
Mechanics	4	28%
Overall	7	50%

Figure 6

ALL TRAITS -- SUM SCORE

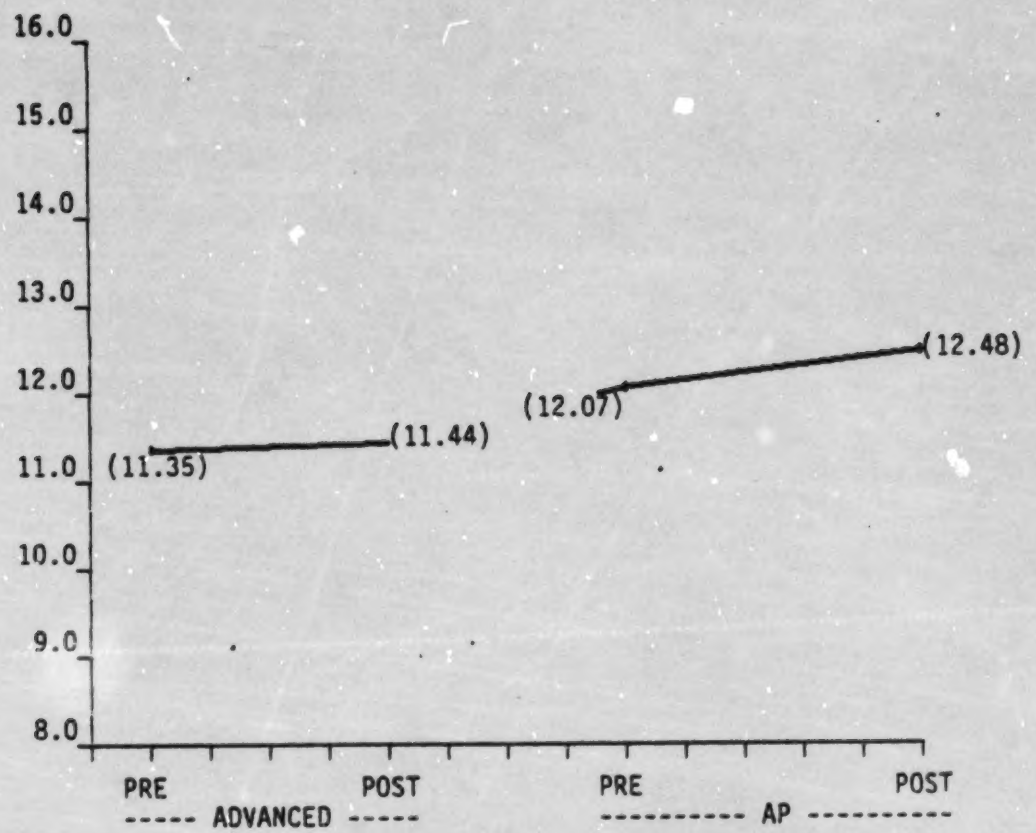


GRADE LEVEL: TEN (PARAGRAPH)

COURSES: C.E., BASIC, REGULAR

Figure 7

ALL TRAITS -- SUM SCORE

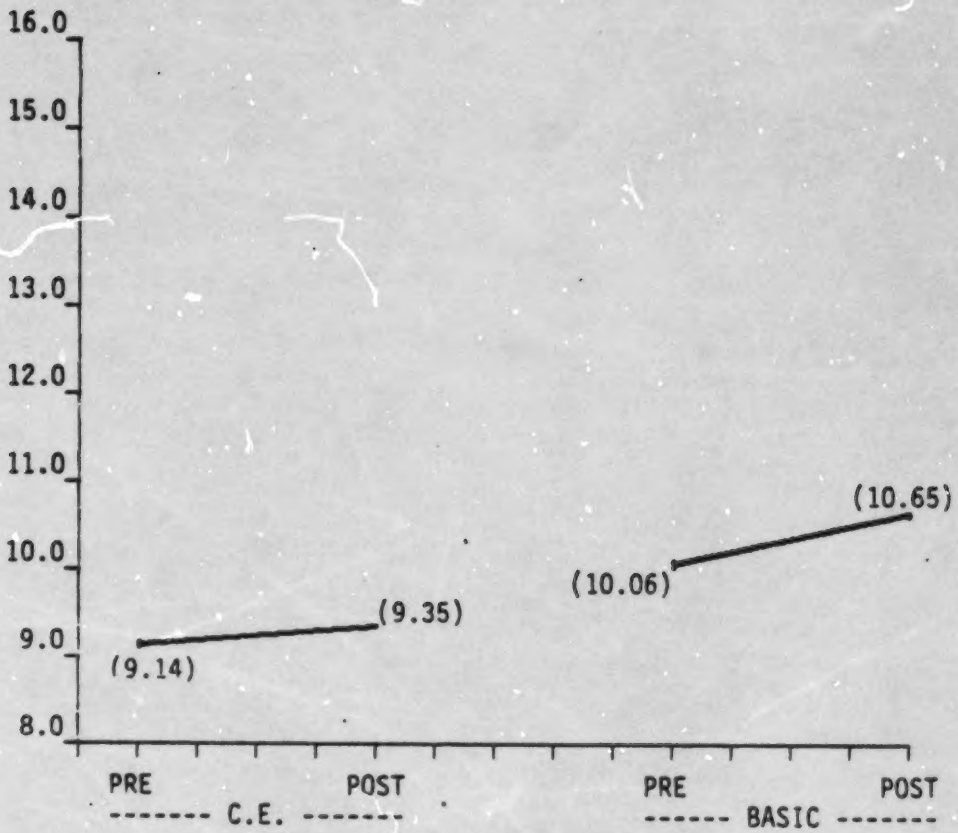


GRADE LEVEL: TEN (ESSAY)

COURSES: ADVANCED, AP

Figure 8

ALL TRAITS -- SUM SCORE

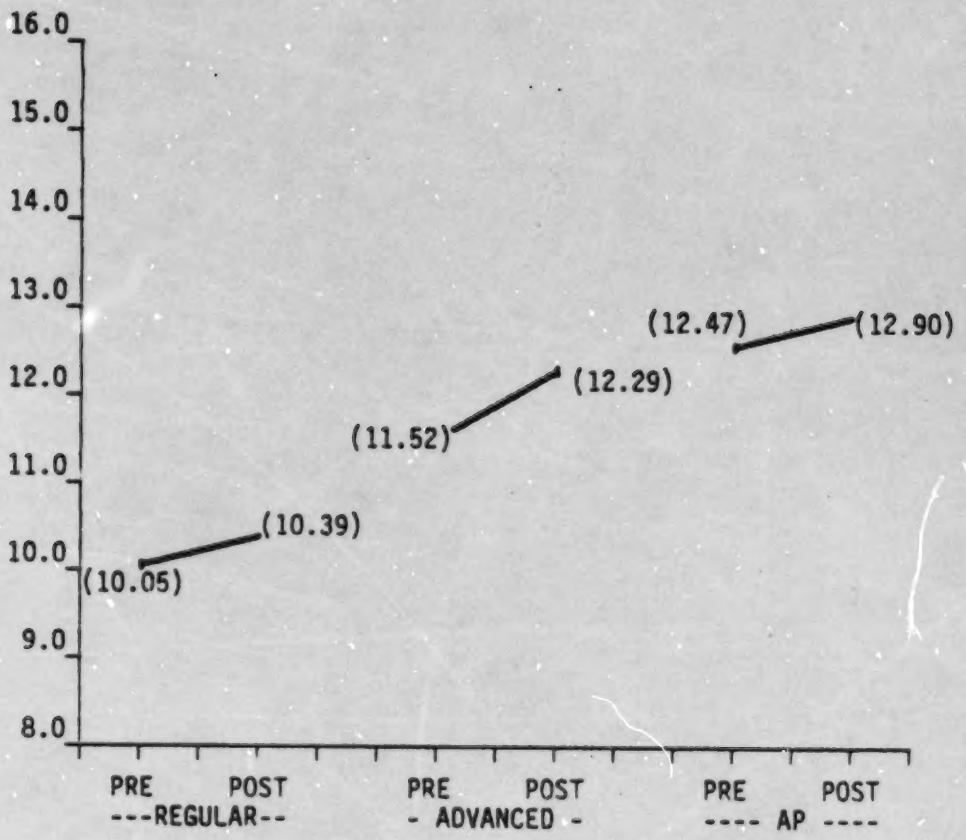


GRADE LEVEL: ELEVEN (PARAGRAPH)

COURSES: C.E., BASIC

Figure 9

ALL TRAITS -- SUM SCORE

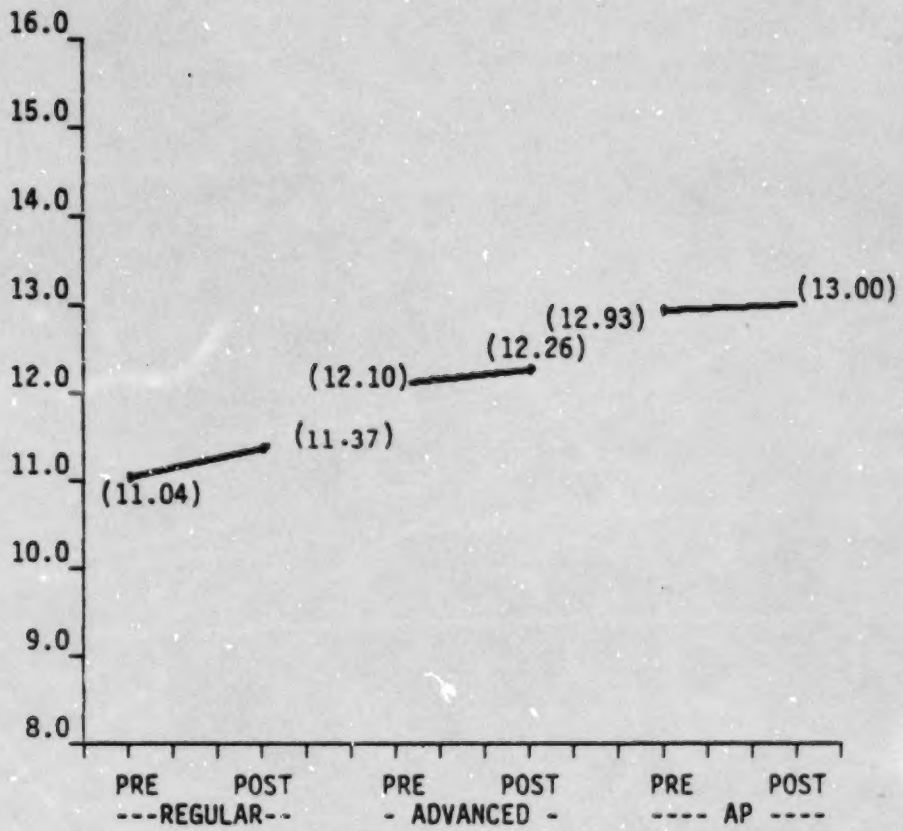


GRADE LEVEL: ELEVEN (ESSAY)

COURSES: REGULAR, ADVANCED, AP

Figure 10

ALL TRAITS -- SUM SCORE



GRADE LEVEL: TWELVE (ESSAY)

COURSES; REGULAR, ADVANCED, AP

5.0 CONCLUSIONS/RECOMMENDATIONS

5.1 Conclusions

Based on product data from the 1983-84 program evaluation of the Writing Enhancement Program for tenth, eleventh, and twelfth grade students in Hillsborough County, the following conclusions can be drawn.

1) In general, the program was effective in improving students' writing. Students in 78 percent (11 of 14) of senior high course levels improved some aspect of their writing skills.

2) By course level: Basic students, especially those in grades 10 and 11, showed the most improvement overall.

3) By grade level: Eleventh grade students, especially those in basic classes and advanced classes showed improvement in the most areas. These two course levels also showed the most improvement during 1982-83; in that year eleventh grade advanced students showed the most gain for essays and eleventh grade basic students showed the most gain for paragraphs.

4) Students in three course levels, tenth grade regular, tenth grade advanced, and twelfth grade AP, showed no improvement in any assessed area. Based on their pre-scores, twelfth grade AP students may already have possessed reasonable skills in all assessed areas and therefore not have shown significant growth during the school year.

5) Most student growth occurred in two areas, composing and/or sentence formation. Whenever students significantly improved in the composing trait, their overall writing ability also improved significantly.

5.2 Recommendations

The following recommendations are based on conclusions listed in section 5.1 and take into account results of the previous year's evaluation.

1) Maintain present curriculum delivery techniques and activities in the following course levels: tenth grade basic, eleventh grade basic, and eleventh grade advanced. They appear to be highly effective.

2) Investigate delivery techniques and activities in the following course levels: tenth grade regular and tenth grade advanced. They appear to have little or no impact on student writing skills.

3) Determine extent to which instruction in the composing area affects overall writing performance. A highly positive relationship may exist between these two occurrences, and instruction in this domain may enhance student writing abilities to a greater extent than instruction in other areas.

4) Writing samples written by students during 1983-84, the procedures and materials used in the scoring process, and evaluative findings should be used to provide inservice for senior high school teachers involved in the Writing Enhancement Program. Such inservice would have implications both for writing instruction and for evaluation of student work in the classroom.

5) As soon as possible, findings of this report should be disseminated to all senior high school teachers involved in the Writing Enhancement Program. Discussion of district-level and school-site program strengths and weaknesses should emanate from these findings.

6) Writing Enhancement Program evaluation for the 1984-85 school year should emphasize tenth and eleventh grade course levels and follow the same scoring procedures as 1983-84. New prompts (topics) should be generated and used to elicit the pre and post student writing samples. As suggested by several Writing Enhancement Program teachers, prompts should be designed to elicit writing in the third person. Pre-writing samples should be written the last week in September; post samples should be written the first week in May.

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Cooper, C. & Odell, L. (1977) Evaluating writing: Describing, measuring, judging. Urbana, Illinois: NCTE.

Diederich, Paul. (1974) Measuring growth in English. Urbana, Illinois: NCTE.

Myers, Miles. (1980) A procedure for writing assessment and holistic scoring. Urbana, Illinois: NCTE.

Spandel, Vicki. (1981) Classroom applications of writing assessment: A teacher's handbook. Portland, Oregon: Northwest Regional Educational Laboratory.

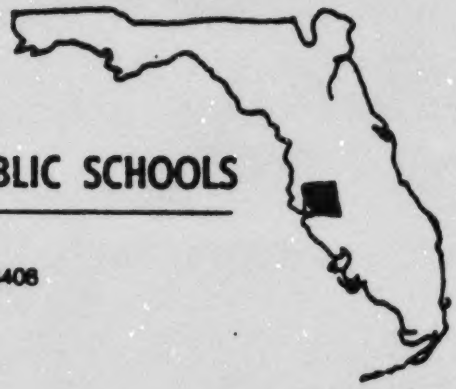
Spandel, V., & Stiggins, R. (1980) Direct measures of writing skills. Portland, Oregon: Northwest Regional Educational Laboratory.

Appendix A

Paragraph Topics and Procedures

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

P.O. BOX 3408
TAMPA, FLORIDA 33601-3408



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SCHOOL ADMINISTRATIVE CENTER
901 East Kennedy Blvd. (Tampa)
(813) 272-4000
SUNCOM 571-4000

MEMORANDUM

TO: Selected Writing Enhancement Teachers
Compensatory Education, Basic, Regular

FROM: Alvany Wilson, Supervisor, Secondary English
Lore A. Nielsen, Coordinator, Testing & Evaluation

DATE: September 21, 1983

SUBJECT: Product Evaluation of Writing Enhancement Program - Paragraphs

Enclosed is an overview of the program evaluation of the senior high school Writing Enhancement project. You have been selected to participate in our data collection efforts. Please follow the procedures below to collect a writing sample during the week of October 3-7.

The day before students are scheduled to write, remind them to bring a pen to class the next day.

On the writing day, tell the students the following:

"Today you are going to write a paragraph. The reason you are writing now is so that at the end of the year we can compare your work with another sample of your writing to see if you have improved your skills."

Distribute the assignment sheets and blank forms. Read the assignment sheets aloud while students read them silently.

If students ask how long their writing should be, tell them to try to keep it to one page. If their writing must be longer, have them complete it on a sheet of notebook paper with their name in the upper right-hand corner. Staple the second page to the first.

Give no individual help during the writing time.

After ten minutes tell students that if they are still planning, they should begin writing now.

After 30 minutes, tell students they have five minutes to bring their papers to a close.

Tell students that if they finish early, they are not to leave their seats. Direct them to read a book or to some other seat activity.

Collect all materials. Check all writing samples to make sure there is a legible first and last name on each. Alphabetize each set of writing samples.

Try to collect writing samples from all students, including those who are absent on the day the class writes. However, do not collect any samples after October 12.

Also, please include an alphabetical class roster along with the writing samples. Indicate in which class period students are writing.

Because this is an evaluation, please do not discuss the topics with your students or use them for any other purpose.

Return all materials no later than October 14 to Lore Nielsen, Department of Testing and Evaluation, School Administrative Center. If you have any questions or concerns, feel free to contact Lore Nielsen at 272-4341.

Thank you for your cooperation.

AW:LAN:dsr
Enclosures

Hillsborough County Public Schools

Writing Enhancement Program - Paragraph Sample

SET I

STUDENT DIRECTIONS

1. Fill in the top of the blank page.
2. Choose one of the two topics listed below. Write a paragraph of at least five sentences on that topic.
3. Write with a pen.
4. Indent the first line and write in proper paragraph form.
5. Write or print legibly.
6. Do not use a dictionary or ask your teacher for help.
7. Do not give your paper a title.
8. You have 35 minutes to do your writing. You should not write a rough draft. However, you should plan what you want to say before you begin writing. You may use scratch paper for your planning.
9. Read over your writing when you finish to make any corrections.
10. Correct errors by crossing out neatly.

SET I -- TOPICS

A. Think about the person you admire most. Give the reasons you have for choosing that person.

B. Some people believe a woman's place is in the home. Others do not. Which do you believe? Give your reasons.

Hillsborough County Public Schools

Writing Enhancement Program - Paragraph Sample

SET II

STUDENT DIRECTIONS

1. Fill in the top of the blank page.
2. Choose one of the two topics listed below. Write a paragraph of at least five sentences on that topic.
3. Write with a pen.
4. Indent the first line and write in proper paragraph form.
5. Write or print legibly.
6. Do not use a dictionary or ask your teacher for help.
7. Do not give your paper a title.
8. You have 35 minutes to do your writing. You should not write a rough draft. However, you should plan what you want to say before you begin writing. You may use scratch paper for your planning.
9. Read over your writing when you finish to make any corrections.
10. Correct errors by crossing out neatly.

SET II-- TOPICS

A. When you have free time, what do you like to do the most? Describe your favorite sport, hobby, or other pastime and explain why you enjoy it.

B. What would you change about your school if you could change one thing? Give your reasons for wanting that change.

Hillsborough County Public Schools
Writing Enhancement Program

PARAGRAPH SAMPLE

Name _____ Date _____

School _____ Teacher/Period _____

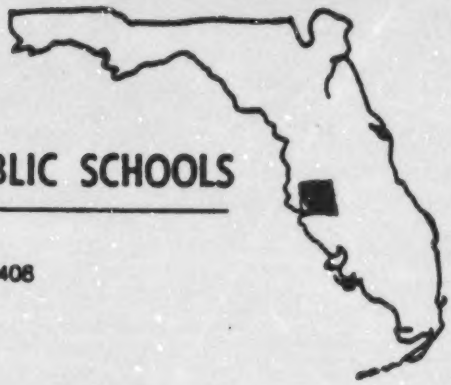
Grade (circle one) 10 11 12 Course level (circle one) C.E. BASIC RE

Appendix B

Essay Topics and Procedures

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

P.O. BOX 3408
TAMPA, FLORIDA 33601-3408



SCHOOL BOARD

Cecile W. Easrig, Chairman
Joe E. Newsome, Vice Chairman
Roland H. Lewis
A. Leon Lowry
R. Sonny Palomino
Sam Rampello
Marion S. Rodgers

SUPERINTENDENT OF SCHOOLS
Raymond O. Shelton

SCHOOL ADMINISTRATIVE CENTE
901 East Kennedy Blvd. (Tampa)
(813) 272-4000
SUNCOM 571-4000

MEMORANDUM

TO: Selected Writing Enhancement Teachers
Regular, Advanced, AP

FROM: Alvany Wilson, Supervisor, Secondary English
Lore A. Nielsen, Coordinator, Testing & Evaluation

DATE: September 21, 1983

SUBJECT: Product Evaluation of Writing Enhancement Program - Essays

Enclosed is an overview of the program evaluation of the senior high school Writing Enhancement project. You have been selected to participate in our data collection efforts. Please follow the procedures below to collect a writing sample during the week of October 3-7.

The day before students are scheduled to write, remind them to bring a pen to class the next day.

On the writing day, tell the students the following:

48

"Today you are going to write an essay. The reason you are writing now is so that at the end of the year we can compare your work with another sample of your writing to see if you have improved your skills."

Distribute the assignment sheets and blank forms. Read the assignment sheets aloud while students read them silently.

If students ask how long their writing should be, tell them it should be no longer than two pages. If their writing must be longer, have them complete it on a sheet of notebook paper with their name in the upper-right-hand corner. Staple the page to the rest of the essay.

Give no individual help during the writing time.

After ten minutes tell students that if they are still planning, they should begin writing now.

After 40 minutes, tell students they have five minutes to bring their papers to a close.

Tell students that if they finish early, they are not to leave their seats. Direct them to read a book or to some other seat activity.

Collect all materials. Check all writing samples to make sure there is a legible first and last name on each. Alphabetize each set of writing samples.

Try to collect writing samples from all students, including those who are absent on the day the class writes. However, do not collect any samples after October 12.

Also, include an alphabetical class roster with the writing samples. Indicate in which class period students are writing.

Because this is an evaluation, please do not discuss the topics with your students or use them for any other purpose.

Return all materials no later than October 14 to Lore Nielsen, Department of Testing and Evaluation, School Administrative Center. If you have any questions or concerns, feel free to contact Lore Nielsen at 272-4341.

Thank you for your cooperation.

AW:LAN:dsr
Enclosure

Hillsborough County Public Schools
Writing Enhancement Program - Essay Sample

STUDENT DIRECTIONS

1. Complete the required information at the top of the page.
2. Write with a pen.
3. Use proper essay form.
4. Write or print legibly.
5. Correct errors by crossing out neatly.
6. Do not use a dictionary or ask your teacher for help.
7. Do not give your paper a title.
8. You have 45 minutes to do your writing. You should not write a rough draft. However, you should plan what you want to say before you begin writing. You may use scratch paper for your planning.
9. Read over your writing when you finish to make any corrections.

TOPIC - A

If you could make an event in American history happen again so that you could play a part in it, which one would you choose? Write an essay in which you describe the event and explain why you chose that particular event and what part you would like to play in it.

Hillsborough County Public Schools

Writing Enhancement Program - Essay Sample

STUDENT DIRECTIONS

1. Complete the required information at the top of the page.
2. Write with a pen.
3. Use proper essay form.
4. Write or print legibly.
5. Correct errors by crossing out neatly.
6. Do not use a dictionary or ask your teacher for help.
7. Do not give your paper a title.
8. You have 45 minutes to do your writing. You should not write a rough draft. However, you should plan what you want to say before you begin writing. You may use scratch paper for your planning.
9. Read over your writing when you finish to make any corrections.

TOPIC - B

Most of us look up to some famous person as a representative of the things we believe in or as the kind of person we would like to be. Think about a famous person whom you admire. Select a particularly admirable characteristic or quality of that person. Write an essay describing this characteristic or quality. Be sure to provide an illustration of it from the person's life. Try to show that the person is great at least partly because of this characteristic or quality.

Hillsborough County Public Schools

Writing Enhancement Program - Essay Sample

Name_____ Date_____

School_____ Teacher/Period_____

Grade (circle one) 10 11 12 Course level (circle one) Regular Advanced

Appendix C

Writing Enhancement Program Scoring Logistics

SCORING, LOGISTICS
HILLSBOROUGH COUNTY SCORING PROJECT
WRITING ENHANCEMENT PROGRAM

This document details logistical procedures to be followed in paper preparation, training, scoring, and follow-up activities. The schedule for completing all activities in Section 1.0 must be followed. If you anticipate any delays, contact Kitty immediately so that arrangements to assist you can be made.

1.0. PAPER PREPARATION

Although paper preparation for Paragraphs must be independent from preparation for Essays, the procedures will be identical. To prevent confusion, however, Section 1.1 describes Paragraph preparation, and Section 1.2 restates procedures as they apply to Essay preparation.

1.1 Paper Preparation - Paragraph

1. Organize all pre-test papers in 7 sets, as follows:

   PgC - Grade 10

   PgC - Grade 11

   PgC - Grade 12

   PgB - Grade 10

   PgB - Grade 11

   PgB - Grade 12

   PgR - Grade 10

   ("Pg" is used to designate "Paragraph"; "C","B", and "R" are used to designate Compensatory, Basic, and Regular levels, respectively.)

2. Prepare a list of the names of students in each set. Alphabetize each list to break up clusters by class, and school.

3. Organize all post-test papers in 7 sets identical to those named in #1, above.

4. Compare the post-test papers in each set to the appropriate pre-test list. Use a check to designate students whose post-test paper is present. When you have finished each set, remove all post-test papers for students whose names did not appear on your pre-test list. Then, remove all pre-test papers for students whose names are not checked on your list, and draw a line through the unchecked names on your list. When this step is

completed, each pre-test set and its corresponding post-test set will constitute completely matched pairs.

5. Count the number of students remaining on the list(s) for each of the levels: Compensatory, Basic, and Regular.

6. Determine the proportion of each level represented by each grade level. Use the following example as a guide.

   Number of Grade 10 students in PgC (n of PgC-10) = 800

   Number of Grade 11 students in PgC (n of PgC-11) = 400

   Number of Grade 12 students in PgC (n of PgC-12) = 200

   Total Number of PgC students (N of PgC) = 1400

   The Proportion (P) of Grade X students in PgC is equal to $\frac{\text{n of PgC-X}}{\text{N of PgC}}$

   Therefore:

   P PgC-10 = .571

   P PgC-11 = .286

   P PgC-12 = .143

7. Using the total sample size for each level, determine the number of students from each grade level to be included in the sample. To do this, you will multiply the total sample size for the level by the proportion for the grade level. Use the example below as a guide.

   The sample size for PgC (SPgC) is 300

   (P Grade X) (SPgC) = n of SPgC-X

   Therefore:

   (.571) (300) = 171 Grade 10 Students

   (.286) (300) = 86 Grade 11 Students

   (.143) (300) = 43 Grade 12 Students

8. To determine the sampling interval for each level, divide the total level's N by the total level's sample size. Using the PgC example above, you would divide 1400 by 300 to get a sampling interval of 5 (with rounding).

9. Once the sampling interval has been determined, you are ready to identify the scoring sample by marking every nth student on each grade list for the level. For example, using the PgC data

from the example above, you would identify every 5th student on the grade 10 list, every 5th student on the grade 11 list, and every 5th student on the grade 12 list. To begin, select a student arbitrarily and at random from anywhere on the grade 10 list. (If you feel that you cannot be arbitrary and random, please use a Table of Random Numbers to identify the first student.) Mark this name with a colored pen. Then count down five names from this one, skipping over all crossed out names. Mark the fifth name. Continue marking every fifth name until you have marked 171 names. You should have gone through your entire list and started over. Use this procedure to identify students on each of your 7 lists.

10. Pull the pre-test paper for each identified student from the designated set, for all ~~seven~~ 6 sets. When you have finished this step, you will have seven new sets of papers.

11. You now need to pull additional papers from the original 6 sets for pre-scoring. To do so, please randomly identify six more students on each of your lists. Try to distribute your selection across the entire list. Pull the pre-test paper for each student. You should have pulled one paper for each of 42 students. Set these pre-scoring papers aside.

12. Now you will assign identification numbers to each of the students in the scoring sample. First, put together all of your grade lists for each level (e.g., lists for grades 10, 11, and 12 for group PgC). Begin with the first identified student on the grade 10 list and assign the number 001; assign the next identified student the number 002. Continue until you have assigned a 3-digit number to each identified student on your grade 10 list for the group. DO NOT ASSIGN I.D. NUMBERS TO STUDENTS IN THE PRE-SCORING SAMPLE! In our PgC example, you would have numbers 001 through 171 on your grade 10 list. Assign the next counting number to the first student on your grade 11 list for the group. In our example, the first grade 11 student would be 172; the last one would be 257. Continue with your grade 12 list in the same manner. In our example, grade 12 would have students 258 through 300.

** Each level (PgC, PgB, and PgR) will begin with 001. **

13. You are now ready to code the pre-test papers. A 7-digit numerical code will be recorded on each paper, as follows:

-- Positions 1, 2, & 3 will be used for the student i.d. number

-- Position 4 will indicate occasion:

Pre-test = 1
Post-test = 2

-- Position (5) will indicate group: (1,3)

PgC = 1 ✓

PgB = 2 ✓

PgR = 3 ✓

-- Position 6 will represent the topic:

Set I - Topic A = 1 (1,4)

Set I - Topic B = 2

Set II - Topic A = 3

Set II - Topic B = 4 (10,12)

-- Position 7 will represent the student's grade level and will be separated from the first 6 digits by a dash.

Record the codes at the right, just below the course level information on the Student Writing Sample. See illustration below.

Hillsborough County Public Schools
Writing Enhancement Program
PARAGRAPH SAMPLE

Name Mary Hanson Date 5/24/83
School Chamberlain Teacher/Period Johnson
Grade (circle one) (10) 11 12 Course level (circle one) (C.E.) BASIC R.L.

001213-10

14. As you code the papers, place them in ascending order by i.d. number within level. When you finish, you will have three stacks, one each for PgC, PgB, and PgR. In the PgC and PgB stacks you will have one paper each for approximately 300 students. In the PgR stack, you will have one paper for each of approximately 100 students.

15. Repeat steps 9 through 14 for all post-test sets. When you record codes on these papers, BE SURE that you use the correct i.d. number for each student. The i.d. for an individual student is the same for both writing samples, so, altogether, each number will be assigned to two writing samples, one pre-test and two post-test, in <u>each</u> level.

16. Kitty will pick up the 84 papers selected for pre-scoring (#11, above). She will return them to you to copy and assemble for pre-scoring. After pre-scoring, Kitty will give you instructions about preparing the papers for the scoring session.

17. You now have 6 stacks of papers, one pre-test and one post-test stack for each of levels PgC, PgB, and PgR.

18. You will organize these six stacks into 22 stacks of approximately 64 papers, each. Use the following procedures to ensure that group clusters are interrupted.

> "Deal" the top paper in each of the six stacks, one to each of 6 "hands." Rotating in the same manner, continue dealing one paper at a time until you have established 22 hands. When you have 1 paper in each of 22 hands, continue dealing in rotation with the second paper for each hand. Proceed with this dealing pattern until you have dealt all papers. When you have finished, you should have 22 stacks of approximately 64 papers each.

19. You must now break each of these stacks into 6 scoring sets, as follows:

> Starting at the top of the stack, count 10 papers and clip them together with a large paper clip. Continue through the entire stack. Combine your last full set of 10 papers with the remaining papers in the stack. You should have 5 sets of 10 papers each, plus one set of approximately 13 papers. Follow this procedure with each of the 22 stacks.

Pick up the 5 10-paper sets from each stack and put these sets together. Then pick up the 13-paper sets and put them together.

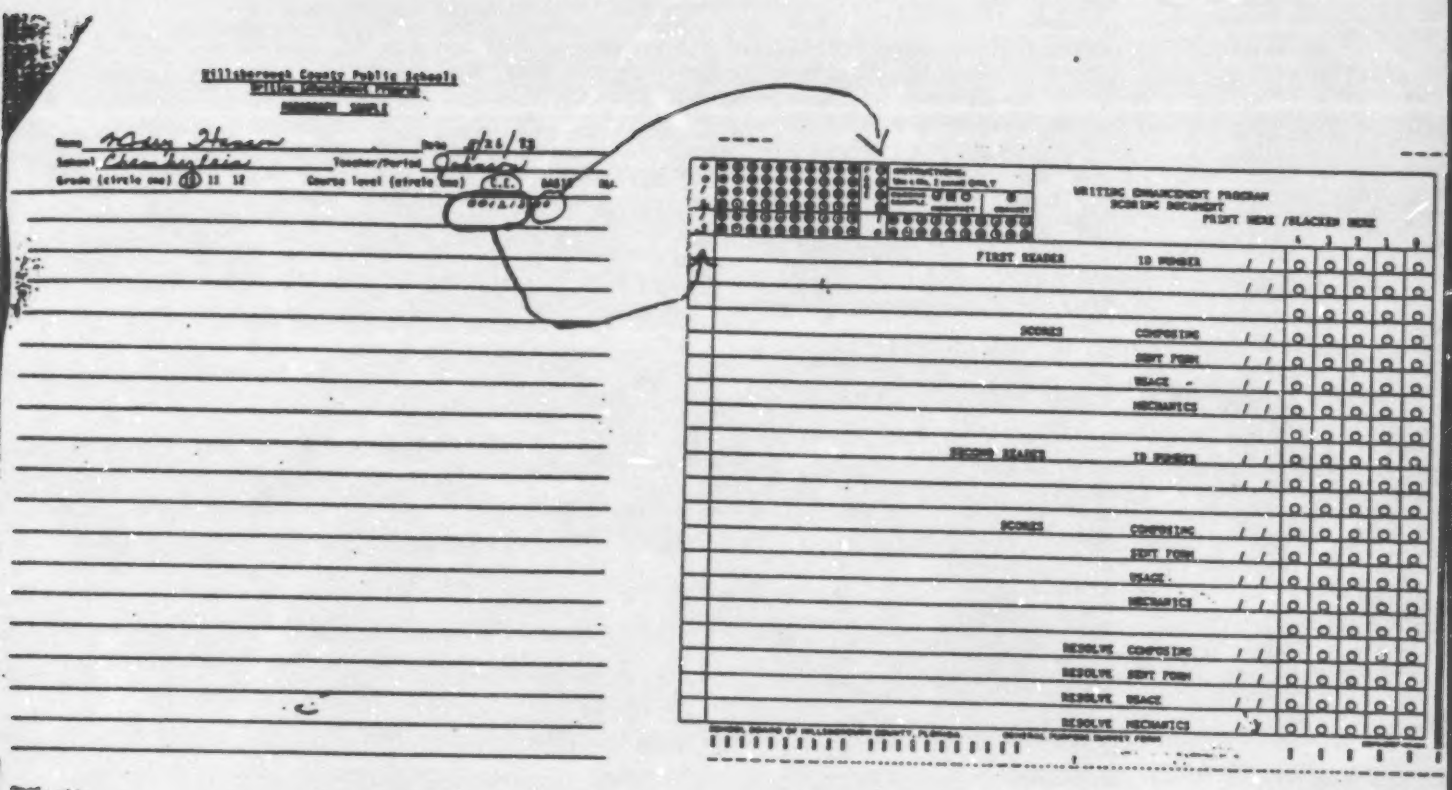
20. Now you will remove all identifying information from papers and assemble them in scoring packets. Begin with one of the full sets and proceed as follows:

    Using a paper-cutter, carefully slice away the top of each writing sample page just below the line with grade and course level information. When you have sliced all papers in a scoring set, staple the papers together securely. Proceed in the same manner with each set until you have sliced and assembled 132 sets.

21. Now you will prepare a scoring document for each paper, as follows:

    a. Locate the first 6-digits in the code on the first paper in the set. Record this number on the scoring document in the top left corner. You will record the number vertically. (See illustration below.)

    b. Locate the grade level (last number, following dash) and record it in the box at the bottom of the "Instructions" section. (See illustration, below.)



BEST COPY

22. Once the codes have been transferred to the scoring document, you should darken the bubble that corresponds to each number, as shown above.

23. When a scoring document has been prepared for each paper in the set, place the scoring documents in the same order as the student papers. Then place the papers and the scoring documents in a clear plastic bag (to be provided by PDE).

24. Repeat steps 21-23 for each set of papers.

25. Once all paper sets and corresponding scoring documents have been assembled in plastic bags, each bag should be sealed with a Control Label (to be provided by PDE). Number each set, beginning with 10-paper sets. Record the set number on the Control Label, as shown. You should have a total of 132 sets.

CONTROL LABEL
WEP - PARAGRAPH
Set No: 01
1st Rdr: ___ NNA: ___
2nd Rdr: ___

26. Place all packets in boxes for transfer to the scoring site. Use a colored slip sheet to separate 10-paper sets from 13-paper sets.

1.2 Paper Preparation - Essay

1. Organize all pre-test papers in 8 sets, as follows:

ER - Grade 11

ER - Grade 12

EA - Grade 10

EA - Grade 11

EA - Grade 12

EAP - Grade 10

EAP - Grade 11

EAP - Grade 12

("E" is used to designate "Essay"; "R","A", and "AP" are used to designate Regular, Advanced and AP levels, respectively.)

2. Prepare a list of the names of students in each set. Alphabetize each list to break up clusters by class, and school.

3. Organize all post-test papers in 8 sets identical to those named in #1, above.

4. Compare the post-test papers in each set to the appropriate pre-test list. Use a check to designate students whose post-test paper is present. When you have finished each set, remove all post-test papers for students whose names did not appear on your pre-test list. Then, remove all pre-test papers for students whose names are not checked on your list, and draw a line through the unchecked names on your list. When this step is completed, each pre-test set and its corresponding post-test set will constitute completely matched pairs.

5. Count the number of students remaining on the list(s) for each of the levels: Regular, Advanced and AP.

6. Determine the proportion of each level represented by each grade level. Use the following example as a guide.

   Number of Grade 10 students in EA (n of EA-10) = 800

   Number of Grade 11 students in EA (n of EA-11) = 400

   Number of Grade 12 students in EA (n of EA-12) = 200

   Total Number of EA students (N of EA) = 1400

   The Proportion (P) of Grade X students in EA is equal to $\frac{n \text{ of EA-X}}{N \text{ of EA}}$

   Therefore:

   P EA-10 = .571

   P EA-11 = .286

   P EA-12 = .143

7. Using the total sample size for each level, determine the number of students from each grade level to be included in the sample. To do this, you will multiply the total sample size for the level by the proportion for the grade level. Use the example below as a guide.

   The sample size for EA (SEA) is 300

   (P Grade X) (SEA) = n of SEA-X

   Therefore:

   (.571) (300) = 171 Grade 10 Students

   (.286) (300) = 86 Grade 11 Students

   (.143) (300) = 43 Grade 12 Students

8. To determine the sampling interval for each level, divide the total level's N by the total level's sample size. Using the EA example above, you would divide 1400 by 300 to get a sampling interval of 5 (with rounding).

9. Once the sampling interval has been determined, you are ready to identify the scoring sample by marking every nth student on each grade list for the level. For example, using the EA data from the example above, you would identify every 5th student on the grade 10 list, every 5th student on the grade 11 list, and every 5th student on the grade 12 list. To begin, select a student arbitrarily and at random from anywhere on the grade 10 list. (If you feel that you cannot be arbitrary and random, please use a Table of Random Numbers to identify the first student.) Mark this name with a colored pen. Then count down five names from this one, skipping over all crossed out names. Mark the fifth name. Continue marking every fifth name until you have marked 171 names. You should have gone through your entire list and started over. Use this procedure to identify students on each of your 8 lists.

10. Pull the pre-test paper for each identified student from the designated set, for all eight sets. When you have finished this step, you will have eight new sets of papers.

11. You now need to pull additional papers from the original 8 sets for pre-scoring. To do so, please randomly identify six more students on each of your lists. Try to distribute your selection across the entire list. Pull the pre-test paper for each student. You should have pulled one paper for each of 48 students. Set these pre-scoring papers aside.

12. Now you will assign identification numbers to each of the students in the scoring sample. First, put together all of your grade lists for each level (e.g., lists for grades 10, 11, and 12 for group EA). Begin with the first identified student on the grade 10 list and assign the number 001; assign the next identified student the number 002. Continue until you have assigned a 3-digit number to each identified student on your grade 10 list for the group. DO NOT ASSIGN I.D. NUMBERS TO STUDENTS IN THE PRE-SCORING SAMPLE! In our EA example, you would have numbers 001 through 171 on your grade 10 list. Assign the next counting number to the first student on your grade 11 list for the group. In our example, the first grade 11 student would be 172; the last one would be 257. Continue with your grade 12 list in the same manner. In our example, grade 12 would have students 258 through 390.

** Each level (ER, EA, and EAP) will begin with 001. **

13. You are now ready to code the pre-test papers. A 7-digit numerical code will be recorded on each paper, as follows:

-- Positions 1, 2, & 3 will be used for the student i.d. number

-- Position 4 will indicate occasion:

Pre-test = 1
Post-test = 2

-- Position 5 will indicate group:

ER = 1

EA = 2

EAP = 3

-- Position 6 will represent the topic:

Topic A = 1

Topic B = 2

-- Position 7 will represent the student's grade level and will be separated from the first 6 digits by a dash.

Record the codes at the right, just below the course level information on the Student Writing Sample. See illustration on page 4.

14. As you code the papers, place them in ascending order by i.d. number within level. When you finish, you will have three stacks, one each for ER, EA, and EAP. In the ER stack, you will have one paper each for approximately 200 students. In the EA and EAP stacks, you will have one paper for each of approximately 300 students.

15. Repeat steps 9 through 14 for all post-test sets. When you record codes on these papers, BE SURE that you use the correct i.d. number for each student. The i.d. for an individual student is the same for both writing samples, so, altogether, each number will be assigned to two writing samples, one pre-test and two post-test, in each level.

16. Kitty will pick up the 96 papers selected for pre-scoring (#11, above). She will return them to you to copy and assemble for pre-scoring. After pre-scoring, Kitty will give you instructions about preparing the papers for the scoring session.

17. You now have 6 stacks of papers, one pre-test and one post-test stack for each of levels ER, EA, and EAP

18. You will organize these six stacks into 22 stacks of approximately 73 papers, each. Use the following procedures to ensure that group clusters are interrupted.

"Deal" the top paper in each of the six stacks, one to each of 6 "hands." Rotating in the same manner, continue dealing one paper at a time until you have established 22 hands. When you have 1 paper in each of 22 hands, continue dealing in rotation with the second paper for each hand. Proceed with this dealing pattern until you have dealt all papers. When you have finished, you should have 22 stacks of approximately 73 papers each.

19. You must now break each of these stacks into 7 scoring sets, as follows:

Starting at the top of the stack, count 10 papers and clip them together with a large paper clip. Continue through the entire stack. Combine your last full set of 10 papers with the remaining papers in the stack. You should have 6 sets of 10 papers each, plus one set of approximately 13 papers. Follow this procedure with each of the 22 stacks.

Pick up the 6 10-paper sets from each stack and put these sets together. Then pick up the 13-paper sets and put them together.

20. Now you will remove all identifying information from papers and assemble them in scoring packets. Begin with one of the full sets and proceed as follows:

Using a paper-cutter, carefully slice away the top of each writing sample page just below the line with grade and course level information. When you have sliced all papers in a scoring set, staple the papers together securely. Proceed in the same manner with each set until you have sliced and assembled 154 sets.

21. Now you will prepare a scoring document for each paper, as follows:

a. Locate the first 6-digits in the code on the first paper in the set. Record this number on the scoring document in the top left corner. You will record the number vertically. (See illustration on page 6.)

b. Locate the grade level (last number, following dash) and record it in the box at the bottom of the "Instructions" section. (See illustration on page 6.)

22. Once the codes have been transferred to the scoring document, you should darken the bubble that corresponds to each number, as shown above.

23. When a scoring document has been prepared for each paper in the set, place the scoring documents in the same order as the student papers. Then place the papers and the scoring documents in a clear plastic bag (to be provided by PDE).

24. Repeat steps 21-23 for each set of papers.

25. Once all paper sets and corresponding scoring documents have been assembled in plastic bags, each bag should be sealed with a Control Label (to be provided by PDE). Number each set, beginning with 10-paper sets. Record the set number on the Control Label, as shown. You should have a total of 154 sets.

CONTROL LABEL
WEP - ESSAY
Set No: 01
1st Rdr: ____ NNA: ____
2nd Rdr: ____

26. Place all packets in boxes for transfer to the scoring site. Use a colored slip sheet to separate 10-paper sets from 13-paper sets.

2.0 ADDITIONAL MATERIALS

1. Prepare name tags as follows:

a. One white tag for each of twenty-two Readers:

Reader No: _____
Name: _____

Although there will be 22 readers, they will not be assigned Reader Numbers in a consecutive sequence. Readers' Assigned Numbers are given below.

Reader	Assigned Number
1st	01
2nd	02
3rd	03
4th	04
5th	10
6th	11
7th	12
8th	13
9th	14
10th	20
11th	21
12th	22
13th	23
14th	24
15th	30

Reader	Assigned Number
16th	31
17th	32
18th	33
19th	34
20th	40
21st	41
22nd	42

b. One pink tag for each of three assistants:

SCORING ASSISTANT

Name: _____

c. One green tag for the Trainer:

TRAINER

Name: _____

2. The following additional materials will be needed at the scoring site.

a. 10 Extra Name Tags (Yellow)
b. 75 No. 2 lead pencils
c. Several red pens
d. 2 staplers and a box of staples
e. 2 scissors
f. 6 rolls of 1½" x 2½" WRITE GUARD (250/roll)
g. 50 - 75 extra scoring documents

3.0 TRAINING

Training and scoring for the Paragraph will be conducted first, and will be followed by training and scoring for the Essay. In both cases, procedures will be the same. After preliminary activities are finished, the Trainer will conduct a 15-20 minute discussion of the Scoring procedures and will review the Manual for another 10 minutes. Then, a total of five Training Rounds will be conducted. Your activities will be the same for each round. First, you will give each Reader the Training packet designated by the Trainer, and collect the packets as Readers finish scoring. When you have collected the packets, proceed as follows:

a. Open each packet and remove the scoring documents. Record the Reader's domain scores under the respective True Scores for each paper on the Monitor Sheet for the round. Then, compare the Reader's score with the True Score for each domain, for each paper, and record the difference by recording:

(1) A "0" for each score that is the same as the True Score.

(2) A "+" if the Reader's score is higher than the True Score, and the number of points higher the Reader's score is.

(3) A "-" if the Reader's score is lower than the True Score, and the number of points lower the Reader's score is.

b. Compute the Difference for each domain and record the total in the appropriate column under "Tendency." It is important that you remember to record the correct sign.

c. Total the number of non-zero Difference values, and record this number under the appropriate column labeled "Incidence."

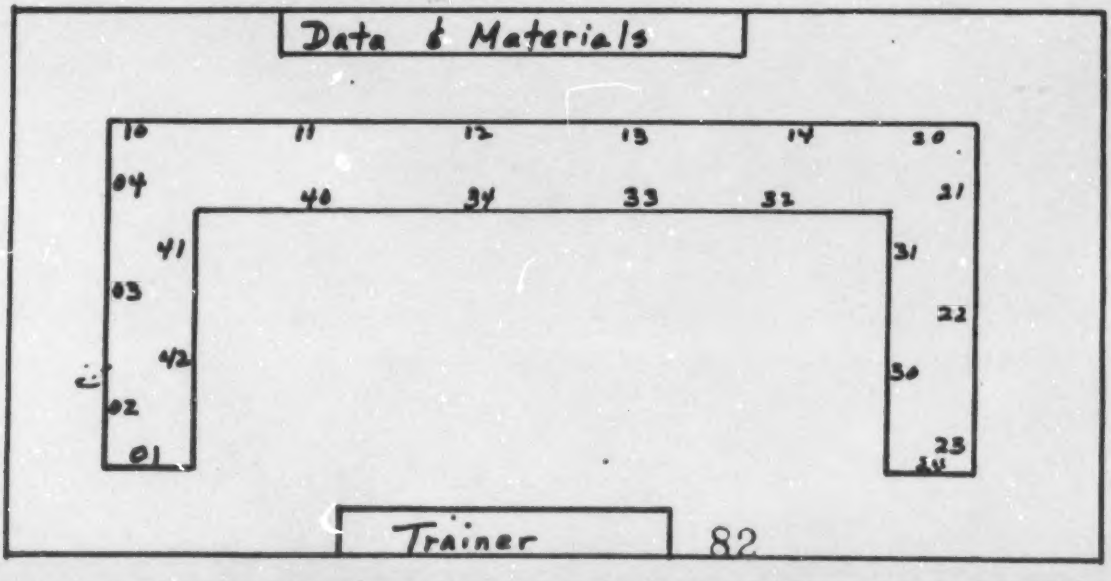
10-a, b, and c are illustrated below.

MONITOR SHEET
DOMAIN A
TRAINING ROUND #____

Paper No.	01	02	03	04	05	Tendency	Incidence
True Score	4	2	1	2	3		
Reader ___	3	2	2	4	4		
Difference	-1	0	+1	+2	+1	+3	4
Reader ___							
Difference							

4.0 SCORING

1. The scoring room should be set up as diagrammed below:



2. When formal scoring begins you will give each Reader one scoring packet.

3. As each Reader finishes scoring the first packet, you will pick up the scored packet, checking to be sure that the Reader has recorded his/her i.d. number on the Control Label, and give the Reader another packet.

4. As Readers are scoring the second packets, you will open the scored packets and remove the scoring documents. Check each document to be sure that:

   a. the Reader has written and coded in his/her i.d. number.

   b. the Reader has recorded a score for each domains.

   c. the Reader has written and coded in the same number for each score.

   d. the Reader has completely and correctly coded in scores.

   Use the following rules to alter scoring documents:

   a. If the Reader has either written or coded in his/her i.d., but failed to do both, you should complete the entry.

   b. If the Reader has failed to record his/her i.d., you should check the Control Label and complete the entry.

   c. If the Reader has either written or coded all scores, but has failed to do both, you should complete the entry.

   d. If the Reader has written in one score and coded in a different score, and/or if the Reader has failed to enter all required scores, you should MAKE NO CHANGE. Record the paper i.d. number, the Reader No., and the Packet No. on a Scoring Irregularities Form. Complete the Form and give it and the packet to the Trainer.

   e. If the Reader has not completely coded in or erased data, you should do so, using a #2 lead pencil to darken codes.

5. When each document has been checked, place a WRITE GUARD over all scores. Check to be sure that scoring documents are in the same order as the Writing Samples, and put the scoring documents back in the plastic bag.

6. Place the packet in front of the Second Reader, The Second Reader will be the reader sitting to the immediate left of the First Reader. If the First Reader is 01, the Second Reader will be 02; if the First Reader is 02, the Second Reader will be 03, and so on. If the First Reader is 42, the Second Reader will be 01.

7. The procedure described in steps 3-6 will be followed throughout scoring.

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8. When a packet has been scored by its 2nd Reader, collect the packet and follow the procedures in #4, above, to check the documents. Then process the packet, as follows:

   a. Peel off the blinding layer of WRITE GUARD from each document.

   b. Each Reader will have assigned four scores, one for each of four domains. Compare the scores assigned for each domain on each document. Set aside all documents on which any two domain scores are different by more than one point (i.e., 1 and 3, 1 and 4, 2 and 4).

   c. Count the number of score pairs on which any two domain scores differ by more than one score. Record the number of discrepant score pairs on the Control Label, beside "NNA____". Remember that the number you record for NNA should reflect the number of discrepant score pairs, not the number of documents.

   d. Place the scoring documents in "c" on top of the Writing Samples, and place all other scoring documents on the bottom, under the Writing Samples. Then place the entire stack back in its plastic bag.

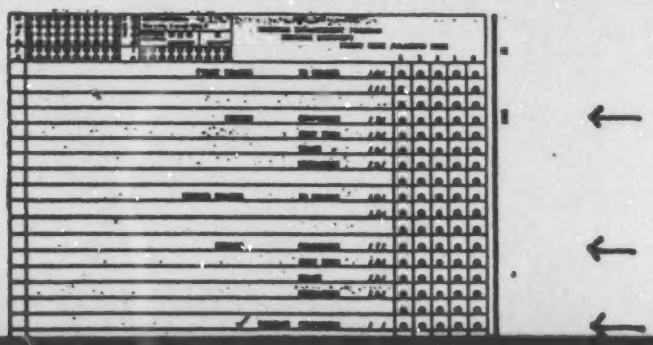
   e. Stack the bags from "d" separately from other scoring bags.

9. The Trainer will check these completed Control Labels to assess the agreement level. If the Trainer determines that rescoring of discrepant papers is necessary, you will prepare for rescoring as follows:

   a. Identify all packets on which the Control Label shows a number of 1 or greater beside "NNA: ___". (These are packets from 8-e, above.) Circle the NNA number in red ink.

   b. Open the scoring packet and remove the scoring documents on top. Check the documents to be sure that at least one domain's scores are different by more than one number. Count the discrepant score pairs to be sure that the number of pairs corresponds to the number circled in red on the Control Label.

   c. On each of these documents, using a RED PEN ONLY, place a small check beside the domain or domains for which there are discrepant score pairs. (See illustration below.)



d. Place a WRITE GUARD over each of the two sets of scores.

e. Place these documents on top of the Writing Samples and return all materials to the scoring packet.

f. Stack packets for rescoring.

10. An accuracy check will be conducted periodically. The Trainer will tell you when it is time for a Check Round. These Rounds usually will follow a coffee break or a lunch break. When it is time for a Check Round, you will give each Reader the Check Round packet designated by the Trainer, and collect the packets as Readers finish scoring. When you have collected the packets, proceed exactly as you did during the Training rounds, using Check Round packets and appropriately labeled Monitor Sheets.

6.0 FOLLOW-UP ACTIVITIES

1. Open the scoring packet and remove all answer documents. Leave the writing samples in the bag, and reseal the bag.

2. Check each document to be sure that:

   a. the following information is both written and coded in:

      (1) Student i.d. number
      (2) Student grade level
      (3) 1st Reader's i.d. number
      (4) 1st Reader's scores
      (5) 2nd Reader's i.d. number
      (6) 2nd Reader's scores
      *(7) 3rd Reader's i.d. number
      *(8) 3rd Reader's scores

   b. All coding is neat and complete.

   c. All erasures are clean.

3. Stack all scoring documents in the same direction.

4. When all packet have been opened and processed, stack all scoring documents neatly and transfer them to data processing.

Appendix D

Writing Enhancement Program List of Raters

List of Raters

Maggie Allen	Brandon Senior High School
Bertha Baker	Leto Comprehensive High School
Patricia Bishop	East Bay Senior High School
Elaine Blanco	Gaither Senior High School
Jean Bradley	Tampa Bay Vo-Tech High School
Stephanie Collore	Robinson Senior High School
Ann Cook	Hillsborough Senior High School
Deborah Damon	East Bay Senior High School
Susan DiFederico	Robinson Senior High School
Stan Lelm	King Senior High School
Kathy Mabry	Leto Comprehensive High School
Edwina Mayer	King Senior High School
Yolanda Menendez	King Senior High School
Patricia Parker	Hillsborough Senior High School
Valerie Lynn Mercak	Brandon Senior High School
Joseph Pennachio	Jefferson Senior High School
Jeanette Robinson	Brandon Senior High School
Brenda Ross	Hillsborough Senior High School
Deborah Shepard	Leto Comprehensive High School
Tempress Solomon	Chamberlain Senior High School
Catherine Steinker	Robinson Senior High School
Diane Woodbury	Chamberlain Senior High School

Attachment 1

Writing Enhancement Program Scoring Manual

SCORING MANUAL

WRITING ENHANCEMENT PROGRAM

HILLSBOROUGH COUNTY SCHOOL BOARD

-1984-

Developed By:
Kathryn Kaney
PDE Associates, Inc.

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ANCHOR PAPERS AND RATIONALE .....

INTRODUCTION

Florida's Writing Enhancement Program (WEP) has just completed its third year. During the first two years of the program, all high school juniors and seniors in Hillsborough County were served. In its third year, the legislature mandated that all students enrolled in senior high schools must be served by the program. In response to this mandate, during the 1983-84 school year, the Hillsborough County WEP program was expanded to serve all sophomores enrolled in senior high schools.

The evaluation of the 1982-83 Writing Enhancement Program showed that the program was being implemented according to guidelines and that it was viewed by most participants as being successful. In addition, results indicated that students in four of the six evaluated course levels showed significant improvement in paragraph and essay writing.

The purpose of the 1983-84 evaluation is to determine if the expanded program is being implemented according to guidelines and if student writing improves as a result of participation in the program. This scoring activity is part of a larger evaluation effort to make these determinations. Results of the scoring activity will be used to provide answers to two important research questions:

- Are paragraphs or essays written by high school students at the end of a year's instruction better than paragraphs or essays written by the same students at the beginning of the year?
- In what specific ways does the writing of Writing Enhancement students improve after involvement in the writing program?

To provide as much information as possible in answering this question, the Department of Testing and Evaluation has designed a comprehensive evaluation which includes examining change among multiple grade and instructional levels.

This Manual will be used to conduct all scoring for the Writing Enhancement Program. Paragraphs and Essays will be scored separately. Chapter II will guide Paragraph scoring, and chapter III will guide Essay scoring.

Your participation in this scoring activity is critically important to the integrity of the evaluation results, and we appreciate your enthusiastic involvement. You will receive extensive training for handscoring writing samples, and we hope that the training will continue to be valuable to you long after our formal scoring activities are over.

ISSUES IN HANDSCORING WRITING SAMPLES

Most hand-scoring procedures currently in use throughout the country can be classified under two rubrics: holistic and analytical. Holistic scoring requires that the Reader evaluate the overall quality of a piece by permitting all characteristics of the piece to interact with each other in influencing his/her judgment. Analytical scoring requires that the Reader isolate each particular characteristic under examination and judge each without being influenced by any of the others.

Decisions about which of these two approaches should be used in a scoring effort must be made in light of the type of information that one needs or desires about a program. The information that is needed about this program--whether students write better after a year in the program, and in what ways their writing improves--requires a judgment of quality regarding specific characteristics of the composition. For that reason, a special scoring procedure of the holistic type has been chosen for use.

Pure holistic scoring has certain measurement properties which cause it to be inappropriate for this evaluation, however. Briefly, because pure holistic scoring is normative in nature, it does not provide the kind of information about performance levels that this evaluation effort requires. Furthermore, pure holistic scoring does not provide for observation of specific characterisitcs. To acquire the necessary information while maintaining an assessment of overall quality, a variation of holistic scoring, called focused holistic domain scoring, will be used. Focused holistic scoring is the most widely adopted of all hand-scoring models currently used in large-scale scoring programs. Its popularity can be attributed to its easy adaptability to program purposes and to the instructional value inherent in the results that it yields. Adapting focused holistic scoring to independent evaluation of composition domains provides highly discrete information about the quality of student writing.

When hand-scoring activities are used to make significant decisions about examinees or to provide data in a formal research study, certain controls must be imposed. Many of the procedural controls imposed during preparation and

during actual scoring are designed with two objectives in mind: that the scores be valid and that they be reliable. Score validity reflects how accurate the scores are. Score reliability reflects how consistent the Readers are.

A score is considered valid if it accurately reflects the examinee's actual performance, or the examinee's "true score." In a performance testing program such as a writing assessment, "true score" is determined by expert judgment. Score validity is monitored throughout scoring by periodically comparing Reader scores with the experts' "true scores," assigned during pre-scoring. Before the scoring session convenes, a group of experts is assembled to conduct pre-scoring activities. During pre-scoring, these experts, who represent the school system's present standards, undergo intensive training. After they have been trained, they score a large number of papers. This scoring is followed by extensive discussion and re-scoring, until the expert group is in agreement about the score assigned to each paper. Some of these pre-scored papers become Anchor Papers, so called because they anchor or stabalize the scale. The Anchor Papers are included in the Scoring Manual and are used to train Readers. Other pre-scored papers are used to monitor Reader accuracy at periodic intervals throughout the scoring session. These are called Check Papers because they are used to check whether Readers are continuing to score in concert with the designated criteria or are beginning to drift away from these criteria.

When it is time to conduct an accuracy check, each Reader is given copies of the same set of papers. When Readers have scored these papers, each Reader's scores are compared with the scores assigned by the experts. Each Reader is given an Accuracy Rating, and these ratings are returned to the Reader, along with each paper's expert or "true scores" and an explanation for the "true scores." Readers whose Accuracy Rating falls within an acceptable range are asked simply to review the "true scores" and the rationale statements. Readers whose Accuracy Ratings are not within the range of tolerance are required to undergo further training before continuing in formal scoring activities.

A test is considered to be reliable if it consistently yields the same indication of examinee achievement, knowledge, or performance. Several different

procedures often are used to evaluate how reliable a test is. Score reliability is evaluated by examining a property closely related to internal consistency and it is attained when two or more observations of performance agree with or are the same as each other. Costs associated with hand-scoring often prohibit our judging examinee performance on the basis of more than one writing sample, however. In the case of hand-scoring, therefore, we define observations not as items, but as ratings, each Reader-assigned score constituting an observation.

To ensure that ratings are reliable, another type of monitoring is conducted throughout scoring activities. This monitoring is not periodic, as in the case of the accuracy checks. Rather, it is on-going. Each paper is scored by two or more different Readers. To guarantee that each set of scores is independent, the first set score is obscured from the view of subsequent Readers. Once a set of papers has been scored by all of its Readers, the scores on each paper are compared. The more often all of the scores are the same, the more reliable the scores are judged to be. Just as some deviation can be tolerated in the Accuracy Rating, some deviation also can be tolerated in the Agreement Rating. If a set of Readers begins to stray too far from perfect agreement, however, their most recent Accuracy Ratings are checked to determine whether one or more of the Readers is inaccurately applying the score scale. The inaccurate Reader or Readers is then removed from formal scoring and retrained until they have regained sufficient Accuracy to be reinstated.

Large-scale scoring activities such as this one require enormous planning and organization efforts both before and during the formal scoring session, not only to ensure that scores are accurate and reliable, but to be sure that the paper flow is smooth, that all scores are independent, and that scoring is reasonably distributed across all Readers. From time to time during the scoring session, Readers are asked to wait quietly while the scoring staff completes calculations necessary for monitoring accuracy and consistency. Patient and cooperative Readers always are appreciated.

SCORING PROCEDURES AND REGULATIONS

Because each of you has a background that includes some study of and/or experience in writing, all of you share some knowledge and understanding in common. The training and experience that you bring to this scoring activity will, for the most part, serve you well. They will enable you to read and score compositions with an informed eye.

Just as each of you brings special knowledge and experience to this activity, however, each also brings special biases and prejudices about the relative importance and appropriateness of certain characteristics of written composition. These prejudces and peeves can vary significantly from one Reader to another.

The first objective of training is to capitalize on the common knowledge and understanding among Readers, and to remove, at least temporarily, the biases and special peeves that they might hold. The training material is designed to give clear definition to each characteristic that you will be asked to evaluate. In every instance where possible, the Scoring Guide reduces judgement and inference to the lowest possible level. Even so, judgement and inference are necessary. It will be essential, therefore, that you accept the definitions set forth in this Guide, notwithstanding your own feeling that you might assign a different score if you could use your own standards to rate the composition. The tension between your own standards and those imposed in this Guide will frustrate you from time to time. It might be of some comfort to you to know that everyone who ever was involved in a scoring activity like this one has experienced all of the frustrations that you are about to experience and that all of them have survived.

Each composition will be scored by two Readers. Our expectation is that the score assigned by each Reader will be the same in almost all cases. Because each of you will score compositions in common with two other Readers, it is important that all of you reach a common understanding of the definitions and of how to apply them. Your consistent agreement with other Readers and your accurate adherence to the scoring criteria will be monitored throughout the

scoring session. If it becomes apparent that your scoring has become inconsistent or inaccurate, you will be required to undergo retraining exercises.

The Trainer will answer your procedural questions and will clarify scoring criteria, if necessary. The Trainer will not, however, advise you about the score that a composition should receive.

Several rules must be observed during the scoring session:

1. Each Reader's score must be the result of an independent evaluation of the composition. You will not be allowed to confer with another Reader regarding a composition. If you are tempted to share something particularly delightful with a fellow Reader, suppress the urge and read on.

2. It is important that a quiet atmosphere be maintained at all times. If you need clarification or assistance, raise your hand and the Trainer will come to you. In conferring with the Trainer, speak as quietly as possible so that other Readers will not be distracted by your conversation.

3. Scoring efficiency is important. You will need to concentrate on each composition so that one reading will allow you to assign all scores without re-reading or re-scanning the composition. Reasonable speed is important, so concentrate and establish an efficient pace.

4. If you need to take a break to stretch your legs, you may quietly walk around in the designated area of the scoring room, or you may leave the scoring room for a few minutes. Two 15-minute breaks will be provided each day, one in the morning and one in the afternoon. In addition, you will be given a one-hour lunch break. You will be expected to accomplish 6½ hours of actual scoring each day.

5. Prolonged near-point focus can cause eye fatigue. If you begin to experience tiredness or burning in your eyes, take a few minutes to look up and focus your eyes on a distant point. This will help to prevent headaches and blurred vision.

6. Under no circumstance should you remove scoring materials from the scoring room. When you take a break, you should leave all of your materials on the table in front of you.

Your after-hours activities are not governed by this project. Nonetheless, you are encouraged to rest your eyes and get a good night's sleep each night.

SCORING THE PARAGRAPH

EXPECTATIONS FOR THE COMPOSITION

Altogether, four topics were used as prompts for eliciting a paragraph. Two of the topics, I-A and II-A, are mildly personal. The central composing effect in paragraphs written for Topic I-A is expected to be descriptive, although an explanatory explication strategy may be used. The central composing effect for paragraphs written for Topic I-B is expected to be explanatory.

Both topics I-B and II-B are somewhat argumentative in nature, although I-B more clearly sets up argumentative writing than does II-B. In response to either of these topics, the writer is expected to communicate an opinion, then employ an explanatory explication strategy to develop it. Some writers may adopt a purpose beyond simple explanation, attempting to persuade readers to embrace th opinion about a woman's place, or attempting to convince readers that the proposed school change is needed.

The same criteria will be used to score all paragraphs, regardless of the topic. All of the characteristics to be evaluated have been grouped under four domains: composing, sentence formation, usage, and mechanics. A discussion of each domain is provided below.

COMPOSING: The Composing Domain comprises all of the characteristics of a composition that influence the effective delivery of the writer's message to achieve the writer's purpose. These characteristics include specifying and focusing on the subject-matter, providing information that explicates the subject-matter, and delivering the explication through organized, logical, related, and coherent discourse. The traits specified for observation in this domain are:

Topic Sentence: A topic sentence is a sentence that summarizes or generalizes the main idea of the paragraph. It does not necessarily have to be the first sentence.

Supports: Supports are reasons or examples which fit the topic logically and which are relevant.

Transitions: Transitional words and phrases link expressions, information, and ideas.

Conclusion: A concluding statement finishes the composition and gives it a quality of completeness. It may be a restatement of the main idea, a summary, or some other device which completes the treatment of the subject.

SENTENCE FORMATION: The Sentence Formation domain comprises all of the characteristics of composition that influence the effective expression of assertions, propositions, questions, commands, and exclamations such that T-units and their constituents are internally related and are either separated from or coordinated with each other. These characteristics include variety in sentence length and structure, and the absence of formation errors such as run-ons, fragments, misplaced modifiers, faulty pronoun references, dangling modifiers and nonparalled elements. The traits specified for observation in this domain are:

Sentence Construction: Sentence Construction addresses the formation of complete sentences and the absence of structural errors resulting in run-ons, fragments, misplaced modifiers, faulty pronoun references, dangling modifiers, and non-parallel elements. A complete sentence is a group of words having a subject and predicate, expressing a complete thought, and marked by terminal punctuation. A run-on is a group of words marked as a sentence by capitalization and/or terminal punctuation, but which contains two or more independent clauses not joined by appropriate punctuation

or by a coordinating conjunction. A comma is considered appropriate between two independent clauses only if the two are "contact clauses" and neither contains more than eight words.

Sentence Variety: Sentence variety is achieved when the writer uses a combination of the four sentence structures: simple, compound, complex, and compound-complex. A simple sentence has one independent clause and no subordinate clauses. A compound sentence has two or more independent clauses but has no subordinate clauses. A complex sentence has one independent clause and one or more subordinate clauses. A compound-complex sentence has at least two independent clauses and one or more subordinate clauses.

USAGE: The Usage Domain comprises all of the characteristics of language selection and use that cause a composition to be acceptable and effective for standard, informal, discourse intended for an audience committed to national, reputable, and present standards. These characteristics include the selection of language appropriate for the purpose of the piece, the presence of agreement in number between subject noun and verb elements, the agreement in number, gender and case between nouns and pronouns, and the use of correct and appropriate inflected forms. The traits to be observed in this domain are:

Subject-predicate usage: Correct usage includes tense formation and agreement in number and person.

Pronoun usage: Correct usage includes pronoun-antecedent agreement in number and/or gender, and appropriateness of nominative or objective case.

Precise verbs: Precise verbs are verbs that elicit specific images in the reader's mind.

Descriptive modifiers: Descriptive modifiers are adjectives or adverbs that elicit specific images in the reader's mind.

MECHANICS: The Mechanics Domain is the only one of the four domains which is restricted exclusively to written language. This domain comprises the system of symbols and cuing devices that allow us to represent language in written text. The symbol system includes punctuation, capitalization, and the graphemic symbols that we commonly refer to as spelling. The translatability, or legibility of these symbols also is classified in the Mechanics Domain. Cuing devices such as paragraph indentation and text formatting also are members of the Mechanics Domain. The traits to be observed in this domain are:

Capitalization: All capitalization rules will be under examination, including those related to unnecessary capitalization.

Commas: All rules governing the use of commas for items in a series, dates, appositives, direct address, introductory phrases, and before conjunctions linking independent clauses of more than eight words will be under examination. The use of unnecessary commas also will be evaluated.

Apostrophes: All rules governing the use of apostrophes in contractions and possessives, and the ommission of apostrophes in possessive pronouns will be examined. The use of unnecessary apostrophes also will be evaluated.

Paragraph Format: The composition must have only one paragraph, which must be indented at the beginning.

Legiblity: Legibility will be judged on clear formation of letters, spacing of words and sentences, and neatness of corrections. The paragraph can be printed or written in cursive.

Spelling: The spelling of all words used in the paragraph will be evaluated.

FOCUSED HOLISTIC
SCORE SCALE

COMPOSING DOMAIN

4 = The paragraph reveals the writer's skilled command of composing skills. The paragraph has a clear topic sentence. The writer has developed the topic by providing supports which clearly focus on and explicate the subject-matter. The writer has achieved logic and cohesiveness by using transitional elements to establish clear relationships between and among units of information and to move the discourse forward. The paragraph has a quality of completeness.

3 = The paragraph reveals the writer's reasonable composing control. The composition has a topic sentence. The writer has developed the topic by providing supports which adequately focus on and explicate the subject-matter, although minor retreats may be present. In spite of possible minor gaps, the writer has achieved adequate logic and cohesiveness by using sufficient transitional elements to establish relationships between and among units of information and to move the discourse forward. The paragraph has adequate closure.

2 = The paragraph reveals the writer's minimal composing control. The writer may have provided a topic sentence, but development is minimal and focus may suffer from frequent retreats. Although the writer may have provided information about the subject-matter, his/her minimal use of transitional elements may cause the paragraph logic and cohesiveness to be marginal. Although the writer may have written a summary or restatement, closure may be incomplete.

1 = The paragraph reveals little if any evidence of the writer's composing control. The writer's subject-matter may be marginally discernible, but it is undeveloped. The writer may have provided some information about his/her subject-matter, but relationships between and among units of information may be so weak as to seriously mar the paragraph's logic and cohesiveness. The writer may have failed to establish reasonable closure.

0 = The paragraph annot be scored. YOU MUST HAVE THE TRAINER'S AUTHORIZATION TO ASSIGN THIS SCORE.

FOCUSED HOLISTIC
SCORE SCALE

SENTENCE FORMATION DOMAIN

4 = The paragraph reveals the writer's skilled command of sentence formation skills. The paragraph is free of structural misformations and contains a variety of sentence types.

3 = The paragraph reveals the writer's reasonable control of sentence formation skills. Structural misformations are few and minor, and the writer has used a reasonable variety of sentence types.

2 = The paragraph reveals the writer's minimal control of sentence formation skills. Structural misformations cause the reader to question the writer's skill. The writer may have attempted to vary sentence types, but skills may be marginal.

1 = The paragraph reveals little if any evidence of the writer's control of sentence formation skills. Structural misformations predominate. The writer's control of variety in sentence type is not discernible.

0 = The paragraph cannot be scored. YOU MUST HAVE THE TRAINER'S AUTHORIZATION TO ASSIGN THIS SCORE.

FOCUSED HOLISTIC
SCORE SCALE

USAGE DOMAIN

4 = The paragraph reveals the writer's skilled consistent command of Standard American English usage. The paragraph is free of non-standard usage and of usage errors. The writer has selected language which enhances the composition's effectiveness.

3 = The paragraph reveals the writer's reasonable and generally consistent control of Standard American English usage. The writer may have committed minor usage errors. The writer's language is reasonable and does not detract from the paragraph effectiveness.

2 = The paragraph reveals the writer's minimal and inconsistent control of Standard American English Usage. Non-standard usage may cause the reader to question the writer's understanding of standard forms. The writer's language may detract from the paragraph's effectiveness.

1 = The paragraph reveals little if any evidence of the writer's control of Standard American English usage. The paragraph may be seriously marred by the writer's use of non-standard forms. The writer's language may seriously impede the paragraph's effectiveness.

0 = The paragraph cannot be scored. YOU MUST HAVE THE TRAINER'S AUTHORIZATION TO ASSIGN THIS SCORE.

FOCUSED HOLISTIC SCORE SCALE

MECHANICS DOMAIN

4 = The paragraph reveals the writer's skilled and consistent command of the mechanics of written discourse. The paragraph is free of errors in capitalization, comma and apostrophe use, and spelling. The paragraph is indented and the handwriting is clearly legible.

3 = The paragraph reveals the writer's reasonable and generally consistent control of the mechanics of written discourse. Although errors in capitalization, comma and apostrophe use, or spelling may appear, they are minor. The writer's intent to use paragraph format is clear, and his/her handwriting is reasonable.

2 = The paragraph reveals the writer's minimal and inconsistent control of the mechanics of written discourse. Errors in capitalization, comma and apostrophe use, and spelling are serious. The writer's intent to format a paragraph may not be clear. The handwriting may be difficult to read.

1 = The paragraph reveals little if any evidence of the writer's control of the mechanics of written discourse. Errors in capitalization, comma and apostrophe use, and spelling are obtrusive. The writer's intent to format a paragraph may not be clear. The handwriting may be marginally legible.

0 = The paragraph cannot be scored. YOU MUST HAVE THE TRAINER'S AUTHORIZATION TO ASSIGN THIS SCORE.

SCORING THE ESSAY

EXPECTATIONS FOR THE COMPOSITION

Both prompts are expected to elicit mildly personal essays. The central composing effect for essays written in response to Prompt A is expected to be explanatory, although writers probably will use a narrative-descriptive explication strategy. The central composing effect for Prompt B is expected to be descriptive. Writers may, however, utilize an explanatory explication strategy.

The same criteria will be used to score essays written for both topics. All of the characteristics to be evaluated have been grouped under four domains: composing, sentence formation, usage, and mechanics. A discussion of each domain is provided below.

COMPOSING: The Composing Domain comprises all of the characteristics of a composition that influence the effective delivery of the writer's message to achieve the writer's purpose. These characteristics include specifying and focusing on the subject-matter, providing information that explicates the subject-matter, and delivering the explication through organized, logical, related, and coherent discourse. The traits specified for observation in this domain are:

Thesis Statement: A thesis statement is defined as a sentence that summarizes or generalizes the main idea of the essay. It should be positioned near the beginning of the essay.

Supports: Supports are reasons or examples which fit the thesis statement logically and which are relevant.

Transitions: Transitional words and phrases link expressions, information, and ideas.

Development/Organization: Development and organization are defined as the stated logical progression of ideas from thesis statement to conclusion.

Conclusion: A conclusion is defined as a sentence(s) or paragraph which finishes the paper and gives the reader a sense of completion. It may be a restatement of the thesis, a summary or some other means to complete the treatment of the subject.

SENTENCE FORMATION: The Sentence Formation domain comprises all of the characteristics of composition that influence the effective expression of assertions, propositions, questions, commands, and exclamations such that T-units and their constituents are internally related and are either separated from or coordinated with each other. These characteristics include variety in sentence length and structure, and the absence of formation errors such as run-ons, fragments, misplaced modifiers, faulty pronoun references, dangling modifiers and nonparalled elements. The traits specified for observation in this domain are:

Sentence Construction: Sentence Construction addresses the formation of complete sentences and the absence of structural errors resulting in run-ons, fragments, misplaced modifiers, faulty pronoun references, dangling modifiers, and non-parallel elements. A complete sentence is a group of

words having a subject and predicate, expressing a complete thought, and marked by terminal punctuation. A run-on is a group of words marked as a sentence by capitalization and/or terminal punctuation, but which contains two or more independent clauses not joined by appropriate punctuation or by a coordinating conjunction. A comma is considered appropriate between two independent clauses only if the two are "contact clauses" and neither contains more than eight words.

Sentence Variety: Sentence variety is achieved when the writer uses a combination of the four sentence structures: simple, compound, complex, and compound-complex. A simple sentence has one independent clause and no subordinate clauses. A compound sentence has two or more independent clauses but has no subordinate clauses. A complex sentence has one independent clause and one or more subordinate clauses. A compound-complex sentence has at least two independent clauses and one or more subordinate clauses.

USAGE: The Usage Domain comprises all of the characteristics of language selection and use that cause a composition to be acceptable and effective for standard, informal, discourse intended for an audience committed to national, reputable, and present standards. These characteristics include the selection of language appropriate for the purpose of the piece, the presence of agreement in number between subject noun and verb elements, the agreement in number, gender and case between nouns and pronouns, and the use of correct and appropriate inflected forms. The traits to be observed in this domain are:

Subject-predicate usage: Correct usage includes tense formation and agreement in number and person.

Pronoun usage: Correct usage includes pronoun-antecedent agreement in number and/or gender, and appropriateness of nominative or objective case.

Precise verbs: Precise verbs are verbs that elicit specific images in the reader's mind.

Descriptive modifiers: Descriptive modifiers are adjectives or adverbs that elicit specific images in the reader's mind.

MECHANICS: The Mechanics Domain is the only one of the four domains which is restricted exclusively to written language. This domain comprises the system of symbols and cuing devices that allow us to represent language in written text. The symbol system includes punctuation, capitalization, and the graphemic symbols that we commonly refer to as spelling. The translatability, or legibility of these symbols also is classified in the Mechanics Domain. Cuing devices such as paragraph indentation and text formatting also are members of the Mechanics Domain. The traits to be observed in this domain are:

Capitalization: All capitalization rules will be under examination, including those related to unnecessary capitalization.

Commas: All rules governing the use of commas for items in a series, dates, appositives, direct address, introductory phrases, and before conjunctions linking independent clauses of more than eight words will be under examination. The use of unnecessary commas also will be evaluated.

Apostrophes: All rules governing the use of apostrophes in contractions and possessives, and the ommission of apostrophes in possessive pronouns will be examined. The use of unnecessary apostrophes also will be evaluated.

Paragraph Format: The composition must have only one paragraph, which must be indented at the beginning.

Legiblity: Legibility will be judged on clear formation of letters, spacing of words and sentences, and neatness of corrections. The paragraph can be printed or written in cursive.

Spelling: The spelling of all words used in the paragraph will be evaluated.

FOCUSED HOLISTIC SCORE SCALE

COMPOSING DOMAIN

4 = The essay reveals the writer's skilled command of composing skills. The essay has a clear thesis statement. The writer has developed the these by providing supports which clearly focus on and explicate the subject-matter. The essay is well organized and logical. The writer has achieved cohesiveness by using transitional elements to establish clear relationships between and among units of information and to move the discourse forward. The essay's conclusion is strong and effective.

3 = The essay reveals the writer's reasonable composing control. The essay has a thesis statement. The writer has developed the thesis by providing supports which adequately focus on and explicate the subject-matter, although minor retreats may be present. The essay is reasonably organized and logical. In spite of possible minor gaps, the writer has achieved adequate cohesiveness by using sufficient transitional elements to establish relationships between and among units of information and to move the discourse forward. The writer establishes an adequate sense of closure.

2 = The essay reveals the writer's minimal composing control. The writer may have provided a thesis statement, but development is minimal and focus may suffer from frequent retreats. Although the writer may have provided information about the subject-matter, the essay may suffer from disruptive gaps in organization and logic. Minimal use of transitional elements may cause the essay's cohesiveness to be marginal. Although the writer may have written a summary or restatement, closure may be incomplete.

1 = The essay reveals little if any evidence of the writer's composing control. The thesis may be marginally discernible, but it is undeveloped. The writer may have provided some information about the subject-matter, but relationships between and among units of information may be so weak as to seriously mar the essay's organization, logic, and cohesiveness. The writer may have failed to establish reasonable closure.

0 = The essay cannot be scored. YOU MUST HAVE THE TRAINER'S AUTHORIZATION TO ASSIGN THIS SCORE.

FOCUSED HOLISTIC
SCORE SCALE

SENTENCE FORMATION DOMAIN

4 = The essay reveals the writer's skilled command of sentence formation skills. The essay is free of structural misformations and contains a variety of sentence types.

3 = The essay reveals the writer's reasonable control of sentence formation skills. Structural misformations are few and minor, and the writer has used a reasonable variety of sentence types.

2 = The essay reveals the writer's minimal control of sentence formation skills. Structural misformations cause the reader to question the writer's skill. The writer may have attempted to vary sentence types, but skills may be marginal.

1 = The essay reveals little if any evidence of the writer's control of sentence formation skills. Structural misformations predominate. The writer's control of variety in sentence type is not discernible.

0 = The essay cannot be scored. YOU MUST HAVE THE TRAINER'S AUTHORIZATION TO ASSIGN THIS SCORE.

FOCUSED HOLISTIC
SCORE SCALE

USAGE DOMAIN

4 = The essay reveals the writer's skilled consistent command of Standard American English usage. The essay is free of non-standard usage and of usage errors. The writer has selected language which enhances the composition's effectiveness.

3 = The essay reveals the writer's reasonable and generally consistent control of Standard American English usage. The writer may have committed minor usage errors. The writer's language is reasonable and does not detract from the essay's effectiveness.

2 = The essay reveals the writer's minimal and inconsistent control of Standard American English Usage. Non-standard usage may cause the reader to question the writer's understanding of standard forms. The writer's language may detract from the essay's effectiveness.

1 = The essay reveals little if any evidence of the writer's control of Standard American English usage. The essay may be seriously marred by the writer's use of non-standard forms. The writer's language may seriously impede the essay's effectiveness.

0 = The essay cannot be scored. YOU MUST HAVE THE TRAINER'S AUTHORIZATION TO ASSIGN THIS SCORE.

FOCUSED HOLISTIC
SCORE SCALE

MECHANICS DOMAIN

4 = The essay reveals the writer's skilled and consistent command of the mechanics of written discourse. The essay is free of errors in capitalization, comma and apostrophe use, and spelling. The paragraph is indented and the handwriting is clearly legible.

3 = The essay reveals the writer's reasonable and generally consistent control of the mechanics of written discourse. Although errors in capitalization, comma and apostrophe use, or spelling may appear, they are minor. The writer's intent to use paragraph format is clear, and his/her handwriting is reasonable.

2 = The essay reveals the writer's minimal and inconsistent control of the mechanics of written discourse. Errors in capitalization, comma and apostrophe use, and spelling are serious. The writer's intent to format a paragraph may not be clear. The handwriting may be difficult to read.

1 = The essay reveals little if any evidence of the writer's control of the mechanics of written discourse. Errors in capitalization, comma and apostrophe use, and spelling are obtrusive. The writer's intent to format a paragraph may not be clear. The handwriting may be marginally legible.

0 = The essay cannot be scored. YOU MUST HAVE THE TRAINER'S AUTHORIZATION TO ASSIGN THIS SCORE.